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ABSTRACT

This research project was undertaken to investigate, analyze, and document the process of implementing a new policy of teacher supervision and evaluation in the five secondary schools of Lethbridge (Alberta) School District No. 51. The study focused on (1) critical stages in the implementation process; (2) supervisory behavior and supervisory styles; (3) teacher attitudes, behaviors, and levels of performance; (4) adaptations of the models as a result of implementation; (5) cycles of supervision and evaluation; (6) students' perceptions; and (7) potentially useful guiding principles. A total of 117 teachers and 16 administrators participated by filling out questionnaires and survey forms at the beginning and end of the year, undergoing obsevation of teaching and of supervisory conferences, and taking part in interviews. Analysis of survey data showed that both teachers and supervisors perceived improvements in supervisory behavior, while supervisors' reports and observation indicated that teachers showed improvement in classroom management, planning, and attention to individual students. Both teachers and supervisors reported what they liked and disliked about the new policy, and as a result of this feedback, aspects were modified. Results indicate that regular supervision of teachers has been fairly successful, though teachers and supervisors both indentified the need for more training and more involvement of district office personnel. A bibliography is included, along with nine appendixes that comprise the text of the new policy and the survey instruments used in the investigation. (TE)

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# Teacher Evaluation in Secondary Schools

# Planning Services

EA 017 261

Alberta
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# THE FIRST YEAR OF IMPLEMENTATION OF A POLICY OF TEACHER SUPERVISION AND EVALUATION IN THE FIVE SECONDARY SCHOOLS OF LETHBRIDGE SCHOOL DISTRICT NO. 51

DAVID TOWNSEND

JUNE, 1984

This project was conducted and the final report prepared under contract to Alberta Education, Edmonton, Alberta.

## ABSTRACT

The purpose of the research project was to investigate, analyze and document the process of implementation of a new policy of teacher supervision and evaluation in the five secondary schools of Lethbridge School District No. 51.

In September and October, 1983 a group of volunteer teachers and administrators agreed to participate in the research project by completing surveys and questionnaires, by having their teaching and their supervisory conferences observed, and by taking part in interviews. A total of one hundred and seven teachers and sixteen administrators provided data for the project.

A major survey seeking teachers' and supervisors' perceptions of Usual and Ideal Supervisor Behavior was conducted in October, 1983 and April, 1984. A series of questionnaires was administered at various intervals from October, 1983 to May, 1984. Classrooms and conferences were observed during this period also and interviews of teachers and administrators were conducted virtually on a daily basis in one or other of the five schools.

Analysis of the survey data showed that both teachers and supervisors perceived changes occuring in supervisory behavior throughout the year and the direction of that change was toward what both groups considered Ideal Supervisor Behavior. There were statistically significant differences between teachers' perceptions of Usual Supervisor Behavior on both the October and April surveys. There were no significant differences between the perceptions of the two groups with respect to Ideal Supervisor Behavior on either survey. Other changes in Supervisor behavior were seen as being improved conferencing skills, increased confidence, and improved communication skills.

Observations and reports of supervisors indicated that teachers' behavior changed as a result of their participation in a new supervisory and evaluation system, especially in the areas of improved classroom management

improved preparation and planning, and increased attention to individual students. Changes in teacher behavior also were reported as a result of student feedback.

Teachers identified the most beneficial components of their new models of supervision and evaluation as being the regular contact with administrators; the opportunity for exchanges of classroom visits with colleagues; the direct help they received with important aspects of the teaching; and the collection of data and the provision of feedback by supervisors. Teachers identified the least beneficial components of the new models as being informal visits by supervisors; supervision being conducted by individuals who lacked knowledge of a particular subject area; teachers' own lack of knowledge of techniques of supervision and evaluation; and unrealistic scheduling that resulted in unkept appointments.

Supervisors identified the most beneficial components of the new supervisory and evaluation system as being their application to all teachers; the opportunities they provided for educational leadership; the cyclical character of regular supervision; and the written evaluation form. Supervisors saw the least beneficial components as being the time requirements; the lack of training that accompanied implementation; and the expectation that teacher evaluations would be done by school-based administrators only.

The first major adaptation of the models of supervision and evaluation was the discontinuation of informal supervisory visits in most schools. Other adaptations were that most supervision was done by assistant principals, collegial supervision as defined by the Lethbridge School District accounted for much less supervision than had been expected, and only a fraction of the evaluations planned for the year were completed.

Lethbridge teachers generally preferred a style of supervision that was more collegial and less authority based, less rather than more direct, and classroom-centred rather than office-based. Many interviews and surveys focused on participants' perceptions of the implementation process. It was found that a majority of teachers and supervisors were satisfied with the planning and development of the new policy, but not with their own levels of readiness, nor the amount of training they received during the year. Most supervisors believed the system-wide nature of the implementation required

more active monitoring and direct leadership from the district office level, and most participants felt the resources of the system were not being used as effectively as they might have been to assist implementation.

The initial rounds of supervision were marked by some confusion over purposes and role, but later cycles of supervision were seen to be addressing teachers' concerns and providing high levels of satisfaction for both teachers and supervisors.

Implementation of the new policy was seen to proceed unevenly throughout the year. A fair amount of supervision was done in November and December, but the initial burst of activity after training was followed by a long break in many schools. Most supervision was done in March and April. Teacher evaluations that were not started before the end of March were most likely to be postponed until the next school year.

The results of this study indicates a fair degree of success has been achieved with the implementation of regular supervision of teachers in each of the five schools. High levels of acceptance and participation were recorded at key stages throughout the year. However, a majority of teachers and supervisors have identified the need for more training, and more involvement of district office personnel in the implementation next year, when the expectation is that one-quarter of the district's teaching staff will receive formal evaluations.

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CHAPTER ONE

## Introduction

School District No. 51 is the public school system serving the City of Lethbridge, which is located in the southern part of the province of Alberta, Canada. With a population of 56,000, Lethbridge is the administrative and commercial centre for a large agricultural community, and a rapidly-expanding energy industry.

Lethbridge School District No. 51 employs 445 teachers in seventeen schools.

In recent years, formal supervision and evaluation of teachers, based on regular classroom observations, has not been a high-priority activity in the Lethbridge School District. Under a new policy that was implemented in the 1983-84 school year, principals, assistant principals, department heads, and in some instances, curriculum associates have begun to assume this responsibility. (See Appendix A).

This research project was designed in close cooperation with all secondary school and district administrators in the Lethbridge system.

## Background to the Study

In October, 1982 Alberta Education issued a draft of a policy statement on the subject of supervision and evaluation of teachers. The proposed policy addresses problems identified in a 1980 Alberta Education survey entitled Formal Evaluation of Certificated Staff in Alberta: Practices and Policies in which the following findings were highlighted:

1. Fifty-nine percent of school jurisdictions reported having a written teacher evaluation policy.
2. Of those, only fifty-five percent indicated that they carried out that policy.
3. Forty-five percent of school jurisdictions reported that they conducted formal evaluation of all teaching staff.

4. Tenured staff were evaluated considerably less frequently than non-tenured staff.
5. Almost fifty percent of school jurisdictions surveyed did not use a standard form for evaluation of certificated staff.

The new provincial guidelines also reflect important political concerns in Alberta, and the rest of North America, which focus on the need for clearer definitions of educational standards, greater accountability for teachers, and a more consistent quality of education for the greatest number of students. These factors have received a great deal of attention in recent months with the publication in the U.S. of the report entitled A Nation at Risk: The Imperative for Educational Reform (1983), which is the most widely-circulated of several such examinations of the shortcomings of the public education system in America. Many of the concerns raised by Alberta Education echo the findings of Goodlad et al. (1982) reported in A Study of Schooling, and characterized by Sirotnik (1983), one of the principal investigators, as "Consistency, persistency and mediocrity in classrooms."

Moreover, the timing and tenor of the new policy are in harmony with the observations of Sergiovanni and Starratt (1979) who note that "people in the schools and on school committees are ready for some quiet and effective improvements" (p.328), and consistent with the research findings of Wuhs and Manatt (1983) showing the rapid proliferation of mandated evaluation policies throughout the U.S.A.

The Lethbridge School District No. 51 had anticipated the new provincial policies at an early stage, and had formed a committee of teachers, school administrators, and district office personnel that worked throughout 1982-83 to produce a comprehensive policy statement that has the support of all major groups involved in education in the city (Appendix A). The work of the committee was abetted by the efforts of individual school staffs, which provided a steady flow of information on problems associated with the practicalities of supervision and evaluation in different school settings. Under the Lethbridge policy dealing with supervision and evaluation of teachers, "it shall be the responsibility of the principal, in consultation with staff, to develop and implement a program of supervision which reflects the philosophy and goals of the school." Accordingly, each staff devoted considerable time

to that task, and all principals indicated they were prepared to undertake the process of implementation of the policy as soon as the new school year began.

## Need for the Study

The circumstances surrounding the introduction of a policy of supervision and evaluation of teachers in the Lethbridge Public School System provided a unique opportunity for research.

It should be noted the proposed policy represented an approach that had not been tried previously in the system. It was anticipated a study such as this one would generate rich data on the implementation process, with implications for other Alberta school systems moving to comply with new provincial regulations, and broader implications for the larger question of how innovations in policy can best be disseminated, and inculcated into effective practice in schools of Alberta.

The Lethbridge policy was developed through the cooperative efforts of many teachers and administrators. It was proposed that timely research, conducted over an extended period of time, would provide valuable information about ways in which school staffs and individual teachers proceed to acceptance ownership, and institutionalization of policy as potentially-threatening as this.

The first year of implementation is, in effect, a training year for both supervisors and teachers. It presents a rare chance to explore the arrangement of groups of supervisors and teachers, the effects of differences in supervisory style, and the transfer of training among a large group over an extended period of time. Showers (1982) and Baker (1983) note the difficulties teachers experience in transferring new teaching strategies to existing repertoires. This study was able to focus not only on changes in teacher behavior, but also on the ways in which supervisors acquire and use new skills associated with effective supervision. Samples taken at key stages during the year helped identify transfer of supervisory skills. Teachers' perceptions of changes in supervisor behavior were checked before and after

training and practice has occurred. The one best time to collect such data was in the initial stage of implementation.

## Purpose of the Study

This study was planned with an emphasis on the more qualitative aspects of policy implementation in a medium-sized school jurisdiction. It was designed to be sensitive to the practicalities of the work-life of teachers and supervisors, and to the political realities associated with the process of change in any school system.

The overall purpose of the study was to investigate, analyze, and document the process of implementation of a new policy of teacher supervision and evaluation in the five secondary schools of Lethbridge School District No. 51 by focusing on:

1. Critical stages in the implementation process.
2. Supervisor behavior and supervisory style.
3. Teacher attitudes, behaviors and levels of performance.
4. Adaptations of the supervision and evaluation models as a result of implementation.
5. Cycles of supervision and evaluation.
6. Students' perceptions.
7. Guiding principles that may be of use to other school systems in the implementation of policies of teacher supervision and evaluation.

The Lethbridge study is important because the findings will broaden existing knowledge of ways in which school systems can work productively and cooperatively to achieve greater accountability.

## Research Questions

Anthropologist Clifford Geertz (1973) attributes the term "thick description" to the Oxford philosopher, Gilbert Ryle. It may be an appropriate term for this descriptive study of the implementation process in the secondary schools of Lethbridge.

This research project sought to provide answers to the following six questions.

1. What changes in supervisor behavior occur as a result of training and practice in the skills of supervision and evaluation of teachers?
2. What changes in teacher behavior occur as a result of participation in a new supervisory and evaluation system?
3. What do teachers and supervisors identify as the most and least beneficial components of the new supervisory and evaluation system?
4. What adaptations of the models of supervision and evaluation occur when they are implemented in the field?
5. Are teachers more satisfied with some supervisory styles than with other supervisory styles?
6. What aspects of the implementation of models for evaluating teaching and supervising instruction that may have application for other school systems can be documented as a result of this study?

# CHAPTER TWO

## REVIEW OF THE LITERATURE

### The Process of Change in Education

A school jurisdiction contemplating the introduction of important new policy into the operations of its school system must be cognizant of a great number of factors that can determine the success or failure of implementation.

The process of change in schools is complex. According to Sarason (1971):

> There is a surprising degree of similarity in the thinking of the outsider who wants to change the schools and the insider who has a similar goal: both the insider and the outsider show an amazing degree of ignorance about the culture of the school, and (equally as fateful) both seem to have no theory of the change process. (p.2).

Sieber (1979) has noted the following five factors as having influence over the implementation of planned educational change:

1. There is a tendency for the target system to exploit the resources of an intervention for purposes not related to the implementation.
2. Sometimes, certain putative incentives fail. On other occasions, "negative" incentives can bring about desired change.
3. Different rewards accompany different stages of the change process.
4. In planning and implementation, school personnel still tend to rely on local, easily accessible, and personal sources of assistance.
5. The incentive systems operating in particular schools may influence change in unpredictable ways.

An abundance of research on change in schools provides strong support

for the positions articulated by Sarason and Sieber. For example, Goodlad and Klein (1970) conclude that "many of the changes we have believed to be taking place in schooling have not been getting into classrooms." A later study by Shaver, Davis, and Helburn (1979) concluded that strategies and instructional materials from federally funded New Social Studies Projects during the 1960's and 1970's had not found their way into the schools of America.

In such cases, the ways in which implementation of policy is thwarted may be analagous to the implementation difficulties Carnine (1982) found to be associated with the Direct Instruction Model. Carnine suggests innovative teaching methods may be discredited through a) intellectual or quazi-intellectual activities such as attributing the success of the new approach to unique factors not likely to be common to the current situation, b) raising a values issue so that it camouflages an evaluation which judges the innovation to be effective, or c) verbalizing a myth of adoption and/or implementation when, in fact, it has not been given an adequate trial. Carnine adds that delaying, distorting and discontinuing are other tactics teachers may use to impede the use of innovative practices in schools.

House (1981) is one of many authors to suggest ways in which the change process in schools can be improved. In his analysis, House views planned change from three distinct perspectives--technological, political, and cultural:

> The technological perspective has focused on the innovation itself, on its characteristics and component parts, on how to produce and introduce it. The technique and its effects are the focal points. The political perspective has focused on the innovation in context, on the relationships between sponsors and recipients, on rewards and costs and their distribution. Power and authority relationships are the focal points. The cultural perspective has focused on the context, on how work is structured and life is lived, on how the innovation is interpreted and relationships disturbed. Meanings and values are the focal points. (Improving Schools: Using What We Know, p. 28).

House contends that an understanding of the focus and influence of each perspective is essential to successful implementation of

educational innovation.

The research conducted by Berman and Pauly (1975), Berman and McLaughlin (1978), and Fullan and Pomfret (1977) provides a detailed examination of the implementation process. These researchers conclude that successful implementation is most likely to result when the following conditions are met:

1. Participants receive experiential training.
2. The innovation appears relevant to the participants' work.
3. Participants receive on-site assistance.
4. The innovation is developed cooperatively.
5. There is participative governance of the implementation.
6. The implementation occurs over an extended period of time.

Furthermore, Fullan (1981) states that success is more likely if the setting in which the implementation is to occur possesses characterisitics of administrative support, peer interaction, and problem-solving behavior; if the approach is person-intensive, interactive, and continuous in providing technical and psychological support; and if the information is relevant to the needs of participants, specific, and perceived to be accurate. Fullan contends this is so even with project-focused changes in which groups of participants opt into or are forced into particular innovations selected for the school or district.

Berman (1981) writes that successful implementation is a fragile process, in that one or two elements out of place or out of time can lead to failure. Schmuck and Runkel (1982) observe that successful interventions in the area of organizational development may be determined by the social-psychological readiness of the client organization to accept change. It would seem that this applies equally as well to the implementation of major new policy dealing with supervision and evaluation of teachers for, as Goldsberry (1984) proposes in discussing the impact of clinical supervision in schools, organizational consistency, readiness and introspection seem essential. (p.14).

It is likely that some innovations fail because participants do not have sufficient practical knowledge about particular technical components,

or the underlying philosophy of precepts and purpose. Emrick and Peterson (1978) found that innovations involving organizational or instructional change often depended for their success upon the availability of learning materials at the "how to " level. Hood and Blackwell (1976) note that teachers and principals responsible for implementation of innovations thought the quality and amount of information made available to them was inadequate. Additionally, Havelock, Havelock, and Markowitz (1973) record that school superintendents cited "confusion among staff about the purpose of the innovation" and "lack of precise information about the innovation" as most common barriers to the use of planned innovations.

## Participants in the Change Process

In the Lethbridge school system, the process of decision-making relative to the introduction of new policy on supervision and evaluation of teachers passed down from the provincial legislature, to the school jurisdiction, through a committee of teachers and administrators, and into the individual schools. By the start of the 1983-84 school year, according to Berman's (1981) characterization of the change process, the system had passed the stage of adoption, and was beginning the critical phase of implementation. At this stage, several groups of actors can influence the process. Blumberg and Greenfield (1980) and many others suggest that school principals comprise one such key group.

## The Role of the Principal

The role of the administrator in the implementation of innovations has been the focus of many studies in recent years, and not all researchers agree on the extent to which principals contribute in a positive way to the change process. Wolcott (1973) believes that principals are more interested in maintaining an image of change than in actually leading change. Sarason (1971) sees little in the role of the principal to encourage the expectation that it might be used for educational change and innovation. Meyer (1974) and Hoban (1973) conclude that it is unreasonable to expect principals to act as instructional leaders because they lack both skill and time, a conclusion supported by Howell(1981) and De Bevoise (1982). Gersten and Carnine (1981)

observe that building principals generally were irrelevant to the implementation process, and a 1979 study in Ontario, reported by Field (1980), that asked teachers to identify the most important sources of help for improvement of classroom instruction showed they responded as follows:-

| | | |
|---|---|---|
| other teachers | - | 37 percent |
| themselves | - | 33 percent |
| Department Heads | - | 17 percent |
| Students | - | 10 percent |
| School Administrators | - | 3 percent |

However, Blumberg and Greenfield (1980) found that effective principals are those who practiced instructional leadership. Schmuck, Runkel, Arends and Arends (1977) argue that the principal is a major factor influencing teachers to change, while Loucks and Hall (1979), Reinhard, Arends, Kutz, Lovell and Wyant (1980), and Lipham (1980) found that principals identified as effective were most often those who participated fully in innovations at all stages of implementation. Similarly, Berman and McLaughlin (1978) and Gall et al. (1982) report that endorsement, active support, and participation of the principal have a positive effect on the success of educational projects and Edmonds (1982) believes the leadership exercised by a school principal can be a powerful influence on change. Schmuck and his associates contend that a principal, alone, can have great difficulty bringing about desired change, but almost any principal can scuttle a project without help from others. Hall et al. (1980) state that the actions and concerns of principals directly influence the degree of implementation of innovations in different schools, and Loucks and Pratt (1979) conclude from their research that "what the principal does is critical to the success of an implementation effort."

Acheson (1983) articulates a "central role" for principals that places greater emphasis on elements of instructional leadership, and less on management functions. Acheson argues that if most principals played the central role competently, and frequently, there would be a significant improvement in the effectiveness of schools.

## The Role of the Teacher

In observing and categorizing the ways in which teachers respond to proposals for change, several different researchers have come to remarkably similar conclusions. Doyle and Ponder (1977) identify teachers in such circumstances as either Rational Adopters, Stone-Age Obstructionists, or Pragmatic Skeptics. According to Doyle and Ponder, Rational Adopters are those teachers who can be persuaded to change by information provided through the resource system. Teachers who show a tendency to ignore proposals for change are defined as Obstructionists. Teachers identified as Pragmatic Skeptics exhibit responses to change determined by practical considerations such as relevance to, and congruence with, current practices, as well as cost effectiveness, both in time and effort required by the teachers, and in results obtained. Similarly, Sieber (1972) has classified teachers as: (a) Rational Types, who are influenced to change through the supply of accurate verbal and written information, (b) Cooperator Types, who want to volunteer, and only need to be shown the desired responses in order to be committed to change, and (c) Powerless Types, who resist all innovation, and may only comply with change if directed to obey.

A study of teachers in California, dealing with growth states and appetities for inservice education, reveals even clearer classifications of teachers based on their responses to proposals for change. Conducted by Joyce, Bush and McKibbon (1982), the study categorizes teachers as either Omnivores, Active Consumers, Passive Consumers, The Entrenched, or The Withdrawn. Teachers defined as Omnivores are those who generate change themselves, and exploit opportunities to change what has been created for them. Active Consumers adapt readily to change. Passive Consumers do not seek change, but can be influenced to change by an energizing environment, or the efforts of an enthusiastic colleague. Teachers in the Entrenched classification are likely to oppose change that challenges their current practices, and opt out of activities that threaten their sense of security. Withdrawn types are operating at such a low level of psychological survival that it is difficult to involve them in any activities, formal or informal, relating to educational change.

Many of these findings are supported by the work of Hall and others at the University of Texas (Austin) dealing with teachers' stages of concern. Loucks and Hall (1979) indicate that for many teachers, personal concerns (how they will be affected by an innovation) are high at the early stages of implementation, and must be dealt with before impact concerns (how students will be affected, for example) can be addressed effectively.

Fullan (1981), in exploring the role of teachers as agents of change, suggests they are most effective when providing direct assistance to other teachers, and, at the high school level, in initiating or sponsoring innovations. However, Fullan cautions that

> more research is needed on: (a) the role of teachers in the process of mobilization and the decision to adopt innovations, (b) average knowledge utilization behavior of teachers, (c) elementary and secondary school differences and (d) the different processes according to variations in rural, suburban, urban, district size, and other contextual conditions. (Improving Schools: Using What We Know, p. 228).

## The Inservice Education Component of Implementation

Potentially, implementation of new policy dealing with an area as important as supervision and evaluation of teachers can generate extensive inservice education activities for a school system.

Recent research on the subject of inservice education for teachers suggests huge sums of money are spent on this enterprise, but very little of what is disseminated actually has a direct effect on what happens in schools (Shaver, Davis & Helburn, 1979; Toch, 1982).

Fullan (1981) states that inservice education requires extensive planning, coordination, support, follow-up assistance, and personal commitment by the participants if it is to be successful. Additionally, Fullan and Pomfret (1977) note that intensive inservice training that provides demonstrations and modelling, together with strong psychological support, is more likely to help teachers undergoing role behavior changes.

An exhaustive review of research into inservice training of teachers conducted by Joyce and Showers (1981) reveals few studies that were concerned with long-term effects of training. Most of the research consists of evaluating the immediate effects of inservice education on teacher attitudes, knowledge and behavior. A subsequent study by Gall, Haisley, Baker, and Perez (1982) concludes that most inservice activities for teachers are of the "one-shot" type, with no follow-up, no monitoring of learning, and no evaluation component.

Joyce and Showers have identified four factors that appear to enhance acquisition of knowledge and skills during inservice training. They are:

1. Theory, defined as the attention to rationale or background knowledge.
2. Demonstration, or modelling, of desired skills.
3. Practice, which should be frequent and varied, and accompanied by feedback.
4. Coaching, defined by the authors as follow-up support and technical assistance.

Obviously, time is an important factor influencing the success of inservice education. Several researchers have noted the need for participants to be prepared to commit additional time to an innovation to ensure its success, but the actual administrative time-frames provided for implementation also are critical to the success of educational innovations. Fullan and Pomfret (1977) assert that implementation of innovations, with concurrent inservice support, requires a long-term perspective. More specifically, Loucks and Pratt (1979) found that "research indicates that three to five years are necessary to implement an innovation that is significantly different from current practice."

One other finding of the research on inservice education that has impact for the Lethbridge school system arises out of a meta-analysis conducted by Lawrence and Harrison (1980). They found that the more effective inservice programs had shared goals, as opposed to individual teacher goals, and they were designed as a collective effort of a school staff in that teachers were able to choose some of the goals and activities.

In anticipation of the demands for inservice education and staff development activities such as those arising out of the planned implementation of new policy on supervision and evaluation of teachers, senior administrators in Lethbridge School District No. 51 prepared comprehensive guidelines for Short-Term Professional Development and In-Service Training (Appendix B). In addition, the policy itself places heavy emphasis on school staff participation on a continuing, growth-orientated basis. The policy thereby addresses the question of <u>how</u> teachers may avail themselves of inservice activities. However, several researchers (Ogletree and Allen, 1974; Joyce, Howey and Yarger, 1976; Vacca, Barnett and Vacca, 1981; and Holly, 1982) have found that the more important question is <u>how relevant</u> inservice activities are to the teachers' classroom practices. More specifically, on the subject of supervision and evaluation of teachers, Kuzman and Harte (1984) recommend that:-

> School districts provide thorough inservice training for supervisors with emphasis on learning theories, reality therapy, assertive discipline, and other strategies and techniques in teacher methodology.

And, in addition, in a study of forty-two school administrators who had received training in clinical supervision, Snyder (1982) found that when the training was accompanied by strong district central office involvement, greater skill development and institutionalization resulted.

## <u>Supervision of Teachers</u>

Central to the policy developed by Lethbridge teachers and administrators is the notion that all supervision and evaluation of teachers is primarily for the improvement of instruction. The policy defines supervision "as a continuous process of staff development which is founded on mutual cooperation and personalized goals and procedures" (p.1) and notes that the evaluation process is distinct from the supervisory process in that "evaluation will provide a periodic statement which is essentially positive in nature, which is designed to identify the unique strengths of each teacher,

and (which is) to be used to promote or encourage professional growth" (p.1). Essentially, these statements reflect recent findings in the literature relative to supervision and evaluation of teachers (Krajewski, 1977; Wood and Pohland, 1979; Acheson and Gall, 1980), and the policy itself contains assumptions about the need for supervision, the relationships between teachers and supervisors, the efficacy of evaluation procedures, and the determinants of teacher effectiveness that suggest a high degree of planning and collaboration in its preparation.

## History of Supervision

According to Lucio and McNeil (1962) the practice of supervision in the schools of North America moved through five major stages in a period of approximately one hundred years. Before 1900, supervision took the form of administrative inspection. In the early part of this century, supervision by specialists was a dominant trend, followed shortly by an emphasis on "scientific supervision." During the 1940's there emerged a tendency to view supervision as guidance rather than inspection, which resulted in the practice of supervision as democratic human relations, although Smyth (1983) observes that nothing in the way of real change occurred during this period. The final stage noted by Lucio and McNeil was supervision through reason and practical intelligence.

In the last twenty years, supervision has been "based on research and analysis of the total teaching/learning environment" (Marks et al., 1978). Crossely (1977) notes the ever-present emphasis on "democratic supervisory practices," and Wiles (1967) and Mosher and Purpel (1972) note the influence of Rogerian psychological techniques on the supervisory cycle.

Sullivan (1980), in an extensive review of the subject, contends that the most significant factor in the field of supervision since the 1960's has been the growth of Clinical Supervision, a process developed by Robert Goldhammer and Morris Cogan in their fifteen years of work with Master of Arts in Teaching students at Harvard. Reavis (1977) sees Clinical

Supervision as combining the essential elements of humanistic precepts, democratic practices, and scientific method.

On the question of nomenclature with respect to supervision of teachers Acheson and Gall (1980) are two of many researchers (Blumberg, 1980; Smyth, 1983) who have noted that the term "clinical supervision" may be a source of concern for some teachers and supervisors. Smyth (1983) contends that clinical supervision is "only a fragment of the much wider field of instructional supervision" - the term preferred by a number of authors.

## Purposes of Supervision

There is general agreement in current literature that supervision should not be instituted for purposes of inspection. Many teachers may still agree with the observation made by Ryan (1971) that its chief functions are "to monitor the performance of teachers, occasionally to give new ideas, but generally to keep teacher on their toes," but most recent research identifies more positive purposes for supervision.

Krajewski (1977) notes that supervision is a total effort to stimulate, coordinate, and guide the continued growth of teachers. Zahorik (1978) suggests all approaches to supervision share the same basic purpose, which is the improvement of instruction. A survey by Sturges (1979) found the main objective of supervision is to help teachers with classroom methodology and management. Sergiovanni and Starratt (1979) state the purpose of supervision is the enhancement of instructional programs and instructional effectiveness in the school. Acheson and Gall (1980) contend that a major aim of clinical supervision is the improvement of teachers' classroom instruction. In addition, they list the following five specific goals of clinical supervision, designed expressly to promote the professional development of teachers:

1. To provide teachers with objective feedback on the current state of their instruction.
2. To diagnose and solve instructional problems.
3. To help teachers develop skill in using instructional strategies.

4. To evaluate teachers for promotion, tenure, or other decisions.
5. To help teachers develop a positive attitude about continuous professional development.

## Teachers' Perceptions of Supervision

Diamond (1978) found that teachers are less inclined to respond seriously to supervisory authority unless it is coupled with competence and is of value in the classroom. In his book, Supervisors and Teachers: A Private Cold War, Blumberg (1980) states that teachers see supervision "as part of the system that exists but that does not play an important role in their professional lives." Sarason (1971), Lortie (1975), and Blumberg (1980) describe teachers as viewing any form of evaluation of their classroom efforts with anxiety, resentment, and hostility. However, Goldhammer (1969), Cogan (1973), Sergiovanni and Starratt (1979), Acheson and Gall (1980) and McGreal (1982) all report that teachers will respond positively to a system of supervision and evaluation if certain conditions are met between teacher and supervisor and if certain skills, attitudes, and techniques are developed and used.

One perception that cannot be ignored is advanced by Packard (1976), who suggests that "supervision of instruction is generally recognized as one of education's most prominent non-events" (p.1).

Several studies have focused specifically on teachers' attitudes toward clinical supervision. Eaker (1972) found that most teachers and administrators agreed with the basic assumptions of clinical supervision. Martin (1975) found that teachers trained in the systematic observation techniques of clinical supervision were more receptive to being evaluated by such a model. Shinn (1976), Fraser (1979), Boulet (1980) and Adwani (1981) conclude that teachers in a variety of settings responded positively to the use of techniques of clinicial supervision. Reavis (1977), in a study that attempted to compare clinical supervision with traditional supervision based on six criteria--communication, conferences, observations, suggestions for improvement, self-perception, and supervisor helpfulness-shows that teachers favored clinical supervision in all six categories.

## The Influence of Supervision on Teacher Effectiveness

Many of the typical measures of teacher effectiveness would appear to lend themselves to positive influence through the use of appropriate supervisory techniques. For example, Ryans' (1960) categories of warm and understanding, businesslike and organized, and stimulating and imaginative are certainly factors relating to observable behaviors, and one of the basic assumptions of supervision is that it can have a positive effect on observable behaviors. Similarly, Flanders (1970) found a number of "indirect" teacher behaviors that lead to improved student learning and better attitudes. Another assumption of current supervisory practices is that they can enhance teachers' indirect behaviors (Blumberg, 1980). Rosenshine and Furst (1971) identified the effective teacher as one who is enthusiastic, has a businesslike approach, has clarity in presentation, uses a variety of materials and procedures, and provides opportunities for students to learn the instructional content. Once again, it has been generally assumed that good supervisors, using the cycle of clinical supervision as described by Cogan (1973), or systematic observations and conferences as prescribed by Acheson and Hansen (1973), practicing the communication skills defined by Wallen (1969), and essentially favoring an indirect style as enunciated by Rogers (1977), will be successful in encouraging teachers to maximize their skills in each of these categories.

The evidence contained in the literature does not lend great support to any such contention. Sullivan (1980), while finding that most models of supervision have as their goal "the improvement of instruction," also found a lack of clarity in the way in which that term is used. Sullivan is critical of most studies purporting to test the effectiveness of a supervisory model because they lack adequate control of clinical procedures and samples have been too small.

Several recent articles have focused directly on the need to demonstrate links between supervision and teaching effectiveness by using measures of student outcomes. Goldhammer (1969) does not favor that approach, which he argues reduces the teacher to the role of an intervening variable, but Krajewski (1977) contends "the ultimate concern of supervision is to bring about desirable teaching and learning situations for students." This

sentiment is re-affirmed by Thies-Sprinthall (1980) and by Reilkoff (1981), who advocates an emphasis on "student attitudes, behaviors, and learning outcomes, rather than an evaluation or criticism of the teacher."

There are a few studies that deal with the question of linkage between supervision and certain measures of teacher effectiveness, but none that demonstrates causality. Herrick (1977) shows effective supervision can help lower teachers' anxiety about evaluation; Schonberger (1982) notes both positive changes in teachers' attitudes toward supervision and refinement of instructional materials in a study of District of Columbia Public School Teachers; Kerr (1976) used feedback data with a clinical model of supervision to affect positive changes in the degree of individualization achieved by three out of four teachers in reading programs; and Shuma (1973) found changes in students' perceptions of teachers' attitudes and greater teacher confidence and self-direction as a result of clinical supervision used with the Morgan-Champagne Supervisory Conference. Sullivan suggests these studies may provide "fruitful research directions."

A position advanced by Acheson and Gall (1980) may be the raison d'etre of most practitioners of the art of supervision. They identify a whole series of observable behaviors that focus on what the teacher does and what the student does, behaviors that are considered to be indicators of effectiveness of success. Then they describe ways in which the clinical supervisor can collect data on these behaviors and provide feedback to the teacher, thus increasing the likelihood of improvement in instruction. This argument contains a certain logic, but a lot of faith as well. Significantly, Acheson and Gall qualify their remarks by suggesting that "the links between descriptions of clinical supervision and teacher performance, and between clinical supervision and student performance, have not been convincingly demonstrated" (p. 23).

Notwithstanding the findings of Cawelti and Reavis (1980) that only about fifteen percent of urban teachers claimed to have had any experience with clinical supervision, the research base for supervision in general, and clinical supervision in particular, appears to be growing (Boulet, 1980; Lovell & Phelps, 1977; Reilkoff, 1981; Wright, 1981), spurred by new legislation requiring that teachers be supervised and evaluated (Wuhs

and Manatt, 1982), by a broader pattern of dissemination of the techniques of effective supervision, (example, Smyth, 1983), by teachers' and supervisors' growing expectations of certain specific supervisory practices (Adwani, 1981; Khalil, 1983) and by the pragmatic need of school systems to avoid lengthy and expensive litigation resulting from the improper practices of their supervisory personnel, (Zirkel and Gluckman, 1984).

Garman (1982) writes of clinical supervision almost as a cultural milieu in which the supervision and evaluation of teaching can occur. In an attempt to place clinical supervision in a practical perspective Sergiovanni (1982) suggests that "a theory of supervisory practice within the concept of clinical supervision will require that scientific and artistic approaches not exist side by side, but integrated into a comprehensive design" (p. 69). McNeil (1982) suggests there is still an important place for scientific supervision in our schools and Eisner (1982) makes an eloquent case for "artistic supervision" based on an assumption that "the individual supervisor, with his or her strengths, sensitivities and experience is the major 'instrument' through which the education situation is perceived and its meaning construed" (p. 66).

However, McFaul and Cooper (1984), while acknowledging that clinical supervision's spirit and form may enhance its acceptability, conclude that the model as defined by Cogan and Goldhammer is not being widely used by either district supervisors or teaching peers. They contend that two hybrids of the model are emerging. According to McFaul and Cooper, one variation of the model involves the use of "tool skills" of clinical supervision to monitor and evaluate teachers. The other involves the use of "colleague consultation" which incorporates the spirit and form of the model but does not stress the well-honed analytical methodology. (p. 9).

## Evaluation of Teachers

Levin (1979) suggests teacher evaluation can serve the purpose of guiding decisions about hiring, retention or promotion, or it can be used to help improve instruction. The October, 1982 Draft of The Evaluation

Policies of Alberta Education list the following Purposes of Teacher Evaluation:

1. To promote, achieve and maintain an acceptable quality of instruction.
2. To help improve performance of teachers in securing desirable instructional outcomes.
3. To provide information which will be useful when considering placement of staff, transfer, retention, promotion, tenure, and permanent certification.
4. To provide specific feedback concerning teacher performance.
5. To provide professional assistance to teachers in the performance of teaching tasks.
6. To provide a basis for planning inservice programs.
7. To provide written evaluation reports on teachers in public and private schools for purposes of documentation, as required.
8. To assist teachers in professional growth and development.

These purposes are consistent with the range of current practices throughout North America. A study by Wood and Pohland (1979) placed the purpose of improvement of instruction far ahead of all other purposes of teacher evaluation in the school systems of the United States. However, the Wood and Pohland study also examined the teacher rating forms school districts used for evaluation purposes and found that items related to the instructional role made up only twenty-eight percent of the items on the checklists used. As a result of this and other studies, Ryan and Hickcox (1980) conclude that "the process, the tools, the instruments used in teacher evaluation bear little relationship to the purpose of improvement of instruction" (p. 2).

Wood and Pohland argue that the discrepancy between the rhetoric and reality of teacher evaluation results from practices rooted in the past, especially a reliance on outmoded instruments that purport to identify elements of effective scientific measurement and human relations.

In his review of the literature, Levin (1979) has identified six modes of teacher evaluation. They are:

1. Evaluation based on students' ratings of teaching through questionnaires and other survey instruments.
2. Evaluation based on observation by supervisors, such as principals.
3. Evaluation based on an observation instrument or system, such as the Flanders Interaction Analysis System.
4. Self-evaluation by teachers.
5. Evaluation based on gains shown by students on various tests.
6. Evaluation based on specially designed "teaching tests."

To Levin's list must be added peer evaluation, for although most research shows there is very little effective peer evaluation being conducted (Kowalski, 1978), Ryan and Hickcox found that significant percentage of Ontario teachers are favorable toward the concept, and research by Deal and his associates at Stanford (Roper, Deal, & Dornbusch, 1976) shows that "collegial evaluation is a useful approach to teacher evaluation in schools."

A study of teacher evaluation practices in an Ontario school district conducted by Cohen (1979) reports that many teacher would prefer a "team approach" to evaluation because of the opportunity this affords for a broader range of opinions to be included in the evaluative process.

Field (1980) questions whether principals in secondary schools in Ontario can be responsible for both formal evaluation for administrative purposes and supervision for purposes of improving instruction.

Ryan and Hickcox (1980) found that teachers and administrators in Ontario agree that evaluation of teachers is necessary, although for some it is a "necessary evil," while for others it is a positive professional experience. Seventy-three percent of all respondents thought that evaluations should be conducted every two years, and all respondents believed that evaluation should be performed at least once every four years.

Laidlaw (1980), while reporting that most teachers in Ontario believe assessment of teachers' performance is necessary, notes also that many teachers find the evaluation process to be threatening. Laidlaw raises

doubts about the ability of some principals to conduct effective evaluations when they are viewed by teachers as an "unwelcome presence" in the classroom.

Ryan and Hickcox (1980) report that ninety percent of all formal evaluations performed in the Ontario schools they surveyed were done by school-based administrators. One quarter of the teachers in this study contend they were not notified in advance of the classroom observations on which the evaluations were to be based and many experienced teachers report they were observed by an administrator only once before a formal report was written.

One conclusion that can be drawn from the Ontario research of Ryan and Hickcox (1980), Field (1980), Cohen (1979) and Laidlaw (1980) is that the success of teacher evaluation seems to depend on who does it and how it is done. Additionally, Ryan and Hickcox conclude there is a need for the training of supervisors in the techniques of teacher evaluation. These conclusions are supported by Acheson (1982) and by the work of Smyth (1983) who notes how confusion persists and mistrust results when supervision for purpose of developing a formal evaluation of a teacher is not distinguised from supervision for purposes of encouraging a teacher's professional growth, or when supervision is seen by teachers as an administrative process reserved for deficient teachers.

Goldsberry (1980) takes the position that:

> the marriage of classroom inspection for the purpose of formal evaluation, to consultation for the purpose of professional growth, is doomed due to irreconcilable differences. (p. 340).

The most commonly practiced form of teacher evaluation uses supervisors' observations and ratings. Generally, teachers are supportive of such evaluation when they are assured its chief purpose is instructional improvement, but they regard the process negatively when they perceive it as being used primarily for administrative purposes (Zelenak & Snider, 1974). Acheson

and Gall (1980) contend that "teachers are most threatened when they are unaware of the criteria by which they will be judged and when they do not trust the evaluator's ability to be fair" (p. 16). Deal, Neufeld, and Rallis (1982) found that most teachers do not know the criteria by which they are being evaluated, and most evaluators and teachers leave evaluation conferences with conflicting opinions about what was accomplished. Deal et al. have concluded that most evaluation procedures do not accomplish their stated goals.

On the question of evaluating teachers on the basis of student performance two noted educators, Daniel Stufflebeam, director of the evaluation center at Western Michigan University, and Gene Glass, University of Colorado, have expressed serious misgivings. Quoted in the March, 1982 ASCD Update, Glass says, "Evaluating teachers by measuring their pupils' gains on commercially available standardized tests is patently invalid and unfair." Popham (1981) agrees that norm-referenced testing is not appropriate for use in the evaluation of teachers.

Medley (1979) and Natriello (1977) found that formal ratings by students are not particularly effective in changing teachers' behaviors and Shields (1984) notes evidence of bias in students' ratings of college faculty, but Levin concluded that such evaluations can provide reliable useful data for evaluation purposes, and Ryan and Hickcox note that Ontario teachers are not opposed to student evaluation when it is used as feedback to improve instruction.

The position taken by Soar, Medley & Coker (1983) is one that calls into question the whole process of teacher evaluation as currently practiced. They argue that existing teacher evaluation methods are subjective, open to bias, closed to public scrutiny, and based on irrelevancies. They advocate evaluation procedures that are performance-based and empirically tested.

The teachers' associations of North America have a fairly uniform position on evaluation of teachers. The Alberta Teachers' Association (ATA) Position Paper on Teacher Evaluation (1980) sets out a strong statement

of "acceptable practice" for school systems contemplating the introduction of new policy. The ATA's position on purposes of evaluation, evaluation criteria, procedures, summative evaluation, and formative evaluation is designed to ensure that teachers "are afforded all rights to natural justice and due process." Recent legal decisions affirming these rights (for example, Arbitration Between Woodburn Education Association and Woodburn School District 102C; Carlton J. Snow, Arbitrator, in the State of Oregon) demonstrate the clear responsibility of school systems to ensure they are in compliance with the law when they adodpt and implement teacher evaluation policies.

Acheson (1982) suggests an effective teacher evaluation program should:

1. Contain a set of standards of performance for teachers.
2. Include job descriptions for teachers.
3. Require that evaluators follow a cycle of pre-observation conferences, multiple observations, and post-observation conferences before a final evaluation is prepared.
4. Require that evaluators have training and skills in conducting classroom observations.
5. Require that teachers and evaluators cooperatively set performance goals.
6. Provide evidence of a monitoring or management system for the evaluators themselves.
7. Require that a program of assistance be made available for teachers who need help with serious problems.

Acheson's list of essential components for a teacher evaluation program is drawn as much from his first-hand experience with the legal ramifications of improper supervisory practice as it is from purely educational research. Moreover, it is supported by the research of authors such as Zirkel and Cluckman (1984) whose review of recent court cases contains timely advice for school systems implementing policies of supervision and evaluation of teachers. It points teacher evaluation clearly in the direction advocated by Schonberger (1982), which is away from fear

and distrust and toward consultation and collaboration; by Reyes (1982), who believes that those in charge of teacher evaluation must recognize research as a basis for structuring their observational and appraisal activities; and by Lemley (1983), who states that greater attention must be paid to the importance of mutual trust between teacher and supervisor if evaluation is to be effective. Cohen (1979) takes this point further in arguing that the success of evaluations may depend on teachers' involvement in the process. On the question of involvement, Ryan and Hickcox (1980) note the discrepancy between the perceptions of teachers and those of principals, with principals indicating they thought teachers were heavily involved and teachers reporting they were only marginally involved in key phases of the evaluation process.

Millman (1982) provides a comprehensive summary of the major areas of concern school systems must consider when implementing a system of teacher evaluation.

1. Intentions. What should be the intended role of the teacher evaluation system--summative for accountability purposes, or formative for staff improvement?
2. Legal Issues. How best can the legal rights of teachers and the public be assured within an evaluation system that efficiently provides useful and accurate information?
3. Implementation. To what extent and in what ways do attempts to implement a teacher evaluation system affect the organization and authority structure, the working relations, and the educational climate of schools?
4. Fairness and Humaneness. What should be the tradeoffs between the fairness and the humaneness of a teacher evaluation system and its effectiveness?
5. Types of Evidence. What categories of evidence and measurement approaches are best (fair, accurate, legal, efficient, credible, and humane) given a specific purpose for an evaluation system and a specific concept of good teaching?

For most researchers in the field of teacher evaluation the issue is not if evaluation should be done, but rather how it should be done,

and who should do it. (Ryan and Hickcox, 1980; McGreal, 1982). A growing body of literature, much of it specific to the Canadian context, focuses on the development of collaborative models of supervision and evaluation of teachers. (Grimmett, 1981; Sackney, 1980; Zacharias, 1981). In addition, field-based support has been developed in the province of Alberta through studies such as one done by Boulet (1980), in which principals were trained in techniques of clinical supervision; by projects like the Teaching Effectiveness Project reviewed by Blacker (1982); by policies and practices identified by Throndson (1982) and Erickson (1982); and by a pilot study done by Sears (1983).

Hawthorne (1981) believes that the predominant model of teacher evaluation in the immediate future will emphasize collaborative decision-making between all participants. For Hawthorne, the most effective models of teacher evaluation possess the following characteristics:-

They are,

a) Growth oriented as opposed to deficiency based.
b) Collegially developed and implemented as opposed to a unilateral, administratively developed program.
c) Data based as opposed to myth bound.

And they have,

d) Peer group and total faculty appraisal as opposed to the unilateral assessment of a teacher by an individual evaluator.
e) A holistic and complex view of teachers and teaching as opposed to an atomistic and simplistic perspective that focuses on teachers' personal attributes, classroom appearance, or lesson plans.
f) A situational as opposed to a universal perspective. (pp. 256-257).

# CHAPTER THREE

# METHODOLOGY

## Research Design

This is a descriptive study (Borg & Gall, 1979). Using a variety of data collection techniques, the study attempted to provide "thick description" (Geertz, 1973) of the first year of implementation of a teacher supervision and evaluation policy in five secondary schools in Lethbridge School District No. 51.

## The Sample

There are three public junior high schools and two public high schools in the City of Lethbridge, with a total of five principals and eleven assistant principals. All the school-based administrators volunteered to participate in the research project.

A total of one hundred and seven teachers participated as well. The process whereby teachers came to participate varied from school to school. In School A and School D, the principals provided a list of names of those teachers who would be part of the project. In both cases, they were those teachers who were to be evaluated throughout the school year. In School C, the principal actively encouraged Department Heads to ensure that all school departments were represented by a fair number of "volunteers." In School B, all teachers but one agreed to participate upon the request of the principal. In School E, the decision to participate rested almost entirely with individual teachers (see Table 1).

TABLE 1

DISTRIBUTION OF PARTICIPANTS BY SCHOOL

| School. | Total Professional Staff | Participating Administrators | Participating Teachers |
|---|---|---|---|
| A | 34 | 3 | 13 |
| B | 35 | 3 | 34 |
| C | 74 | 4 | 35 |
| D | 38 | 3 | 10 |
| E | 38 | 3 | 16 |

Instruments

A. In early October, 1983, teachers and administrators were asked to complete a survey that was first developed by Shinn (1976) and has been used with some modification by Acheson (1981), Adwani (1981), Khalil (1983) and Sears (1983). (Appendix C).

In the first survey teachers were asked to record their impressions of Usual Supervisory Behavior and what they considered to be Ideal Supervisory Behavior. Administrators were asked to record what they thought the Ideal Supervisor would do. NOTE: In the second week of April teachers and supervisors completed the same form of this survey again.

B. Also in early October all participants were asked to complete a questionnaire that sought to determine attitudes toward supervision and evaluation at the very earliest stages of implementation. (Appendix D).

C. At key stages throughout the year (December, January, March and May) teachers were asked to complete questionnaires designed to show the rate of implementation of supervisory practices. (Appendix E). The final questionnaire in this series was distributed

to all secondary school teachers in the system and collected during the third week in May.

D. During the last week of the first semester, 71 high school teachers agreed to administer the IDEA-H Form, a student feedback instrument designed by Gerald Hanna and Judith Aubrecht at Kansas State University. (Appendix F). A total of 1,441 students at School C and School E completed this form.

E. Semi-structured interviews were conducted with teachers and supervisors at all stages throughout the first year of implementation. The purpose of these interviews was to monitor changes in attitudes toward the new policy and to record changes in levels of participation, acceptance, satisfaction or dissatisfaction within each school.

F. The five school principals were interviewed frequently and informally. The schedule of interviews varied according to the nature of the relationships that developed between the researcher and individual school principals and was influenced by factors such as the model of supervision and evaluation adopted by each school, the principal's role in that model, the principal's accessibility, and the rate of implementation in each school.

G. A total of eighty-three teachers were observed in their classrooms. Most observations occurred in November, December and January. During each observation the researcher recorded the teaching strategy used by the teacher, examples of teacher-student interactions and, often, items such as student at-task behavior or questioning techniques requested in advance by the teacher.

H. A total of thirty-eight post-observation conferences were observed. A record was made of the following data:-

a) The amount of time the supervisor talked compared with the amount of time the teacher talked.

b) The use made of observational data.

c) Supervisor's questions.

d) The incidence of laughter and humor.

e) The incidence of supervisor's judgmental statements.

f) Closing statements of teachers and supervisors.

NOTE: The Researcher was responsible for the content and presentation of four half-day workshops on the subject of supervision and evaluation of teachers. Each school was permitted to send all administrators and up to five teachers to each of the workshop sessions. Attendance varied. There were thirty-seven at the first session, forty at the second, twenty-five at the third, and thirty-one at the fourth. The Researcher also provided some limited coaching and demonstration of observations and conferences at the request of teachers and administrators.

## TIMELINE

At the beginning of the year, a tentative timeline was prepared by the Researcher in cooperation with district administrators. That proposed schedule of activities endured a great number of revisions in the course of the year. Table 2 provides an accurate outline of the progress of implementation of the supervision and evaluation policy and the Researcher role.

TABLE 2

SCHEDULE OF ACTIVITIES ASSOCIATED WITH THE RESEARCH PROJECT STUDYING IMPLEMENTATION OF THE SUPERVISION AND EVALUATION POLICY IN LETHBRIDGE SCHOOL DISTRICT NO. 51

| Date | Activities | Researcher's Role |
|---|---|---|
| September 16-30 | Meetings of administrators and school staffs to discuss implementation. | Make presentations on the purposes of the research project. Request cooperation & participation. |
| October 14 | Teachers & supervisors receive & complete first surveys & questionnaires. | Available for consultation. Begin initial interviews with teachers & administrators. |
| October 27 | First half-day workshop:- "Techniques in the collection of observational data." | Present the content of the workshop. Continue with initial interviews. |
| November 2 | Second half-day workshop:- "Techniques in the collection of observational data." | Present the content of the workshop. Continue with initial interviews. Begin observing in classroom. |
| November 3 to December 9 | Administrators and teachers engage in preliminary supervision activities according to school models. | Engage in participant observation. Classroom observations, interviews, observations of conferences. |
| December 12 | Third half-day workshop:- "The cycle of instructional supervision." | Present the content of the workshop. Continue participant observation. |
| December 19 | Fourth half-day workshop:- "Improving conference and communication skills." | Present the content of the workshop. Observe classrooms. Continue interviews. |
| December 12 to February 22 | Period of intensive supervision in which teachers & supervisors seek improved performance. | Interview key district office personnel. Continue schedule of interviews of teachers & administrators. Observe classrooms and conferences. |

Continued/....

TABLE 2 CONTINUED

| Date | Activities | Researcher's Role |
|---|---|---|
| January 16 | | Administer IDEA-H Forms. |
| February 27 to April 18 | Teachers & supervisors continue with observations, conferences and staff development activities, associated with supervision and evaluation. | Continue participant-observation. Continue observation of class-rooms and conferences. Maintain frequent interview schedule. |
| April 19 | All participants return final survey & questionnaire. | Final interviews with teachers. |
| April 30 | All secondary teachers complete a district questionnaire designed to determine the extent of implementation. | Final interviews with administrators. Data analysis and Report writing. |
| May 24 | Teacher volunteers administer IDEA-H Form. | Data analysis & REport writing. |
| June 18 | Administrative Council and Project Steering Committee receive copies of preliminary report. | Presentation of preliminary report. |
| June 18-25 | Meetings with participating teachers & administrators. | Presentation of findings and recommendations. |
| June 30 | Alberta Education receives Final Report. | Presentation of Report. |

## SCHOOL VISITS

The Researcher attempted to maintain a steady schedule of school visits. The purposes of these visits varied with the particular stage of implementation and the model of teacher supervision and evaluation adopted by each school. In order of occurrence visits were made:-

a) To meet participants and discuss the research project.
b) To deliver and retrieve questionnaires and surveys.
c) To seek permission to observe classes in progress.

d) To observe teachers in action.
e) To interview teachers and administrators.
f) To observe supervisory conferences.
g) To provide advice and assistance upon request.
h) To provide information about the progress of the project.
i) To verify conclusions derived from questionnaires and surveys.
j) To keep open a variety of sources of information.

Table 3 shows the variation in the number of visits made to each school. These variations are attributable in large part to the variations in the number of participants in each school and the differences in supervisory practice in each school, but they may also have resulted in part from the different levels of acceptance experienced by the Researcher in different schools; the ability of the Researcher to document all the different ways in which implementation was occurring; the willingness of participants to involve themselves in all aspects of the research project and not just the completion of questionnaires, for example; and the varying strength of commitment of teachers and administrators to the implementation of the new policy.

TABLE 3

NUMBER OF SCHOOL VISITS MADE BY THE RESEARCHER.
19th SEPTEMBER, 1983 TO 4th MAY, 1984.

| SCHOOL | PARTICIPATING TEACHERS & ADMINISTRATORS | RESEARCHER VISITS |
|---|---|---|
| A | 13 | 39 |
| B | 34 | 45 |
| C | 37 | 67 |
| D | 10 | 32 |
| E | 17 | 35 |

## DATA ANALYSIS PROCEDURES

Interviews, direct observations, surveys and questionnaires conducted over a period of several months beginning on September 19th, 1983 and ending on May 11th, 1984 generated large quantities of descriptive data. Where appropriate the analyses of these data are presented in the form of descriptive statistics.

Additionally, the responses of teachers and supervisors to the Shinn (1976) Survey, administered in October and again in April, resulted in a total of ninety-four matched pairs of teachers' responses and fourteen matched pairs of supervisors' responses. In an effort to determine the significance of any differences that may have existed between the responses of teachers and the responses of supervisors to the same survey, these data were subjected to statistical analyses appropriate to a One-Group Pretest-Posttest Experimental Design (Borg and Gall, 1979). This was done on the assumption that the actual implementation as it occurred in each school was, in effect, an "experimental treatment." The Wilcoxon Matched-Pairs Signed-Ranks Test was applied to test for significance of differences in the magnitude and direction of mean responses of both supervisors and teachers. Supervisors' responses on the Usual Scale were compared with their responses on the Ideal Scale in Survey One. Usual Scale responses on Survey One were compared with the Ideal Scale responses on Survey Two; and, finally, Ideal Scale responses on Survey One were compared with Ideal Scale responses on Survey Two. A similar process was employed with the various sets of teachers' responses. The .05 level of significance was chosen for these statistical analyses. The Wilcoxon Matched-Pairs Signed-Ranks Test was used because the scores being analyzed were on an ordinal scale and the magnitude of the difference scores was also on an ordinal scale (Pagano, 1981).

The Mann-Whitney U Test was applied to test for significance of differences between the mean responses of the group of teachers and those of the group of supervisors. Supervisors' responses on the Usual and Ideal Scales in Survey One were compared with teachers' responses on the same scales and the same survey. The same comparisons were made of teachers'

and supervisors' responses on the Ideal and Usual Scales in Survey Two. An Alpha level of .05 was chosen for these analyses, also.

## DEFINITIONS

For the purposes of this research project the following definitions were applied:-

1. SUPERVISORS: The sixteen school-based administrators in the five secondary schools were the sixteen supervisors who completed surveys and questionnaires.

2. CLINICAL SUPERVISION: A process of supervision first developed by Cogan (1972) and Goldhammer (1969) in which jointly planned pre-observation conferences, classroom observations, and post-observation conferences provide analysis of actual teaching performance.

3. COLLEGIAL SUPERVISION: As the term was interpreted by the majority of teachers collegial supervision was a process of supervision undertaken by a teacher and another member of the professional staff of the school who was not either the principal or an assistant principal. Collegial supervision may, but need not include components of the clinical supervision model.

4. THE RESEARCHER: The individual who conducted this investigation and prepared this report.

## CHAPTER FOUR

## RESULTS

TABLE 4
RATE OF RETURN OF SURVEYS AND QUESTIONNAIRES.

| INSTRUMENT | APPENDIX | PARTICIPATING ADMINISTRATORS | PARTICIPATING TEACHERS | RATE OF RETURN |
|---|---|---|---|---|
| Shinn Survey 1 (T) | C | - | 104 | 100.0% |
| Shinn Survey 1 (S) | C | 16 | - | 87.5% |
| Questionnaire 1 (T) | D | - | 104 | 100.0% |
| Questionnaire 1 (S) | D | 16 | - | 87.5% |
| Questionnaire 2 (T) | E | - | 101 | 97.0% |
| Questionnaire 2 (S) | E | 16 | - | 81.0% |
| Questionnaire 3 (S) | E | 16 | - | 87.5% |
| Questionnaire 3 (T) | E | - | 30 | 100.0% |
| Questionnaire 4 (S) | E | 16 | - | 100.0% |
| Shinn Survey 2 (T) | C | - | 107 | 94.4% |
| Shinn Survey 2 (S) | C | 16 | - | 100.0% |
| Questionnaire 4 (T) | E | - | 107 | 100.0% |
| Questionnaire 5 (S) | E | 16 | - | 100.0% |
| Questionnaire 5 (T) | E | - | 107 | 93.6% |
| Questionnaire 6 (T) | E | - | 206 | 84.0% |

### MISSING DATA

The incidence of missing data was almost negligible, except in the case of thee Shinn Surveys, when even one missed response on either scale forced the exclusion of that participant's responses from the data analysis.

Two sets of administrators' forms were found to be missing inexplicably from the first sets of questionnaires and surveys.

The number of participating teachers for different surveys and questionnaires varied because of illness (3) and retirement (1) and by the volunteering of additional participants (3) after the research project had been in operation for some time.

## RESEARCH QUESTION ONE

> What changes in supervision behavior occur as a result of training and practice in the skills of supervision and evaluation of teachers?

Answers to Research Question One were compiled through analyses of teachers' and supervisors' responses to the Shinn Survey (Appendix D), which was administered in October and again in April; with reference to interview data developed during the year in direct conversations with all supervisors and a majority of the volunteer teachers; and through observations of supervisor-teacher conferences.

Table 5 shows the results of the Mann-Whitney U Test (Siegal, 1956) applied to the Shinn Survey data. In each separate analysis the numbers of teachers and supervisors may vary because of any number of missing items on any of the four sections of the two surveys.

TABLE 5

DIFFERENCES BETWEEN TEACHERS AND SUPERVISORS IN PERCEPTION OF SUPERVISORS' USUAL AND IDEAL BEHAVIOR. MANN-WHITNEY U TEST

USUAL SUPERVISOR BEHAVIOR

| No. Supervisors | Mean Rank | No. Tchrs. | Mean Rank | U Score | Z Score | 2-Tailed P |
|---|---|---|---|---|---|---|
| A. October, 1983 | | | | | | |
| 13 | 46.00 | 56 | 32.45 | 221.0 | -2.1965 | 0.0281 |
| B. April, 1984 | | | | | | |
| 12 | 50.71 | 63 | 35.58 | 225.5 | -2.2048 | 0.0275 |

Continued/....

TABLE 5 CONTINUED

IDEAL SUPERVISOR BEHAVIOR

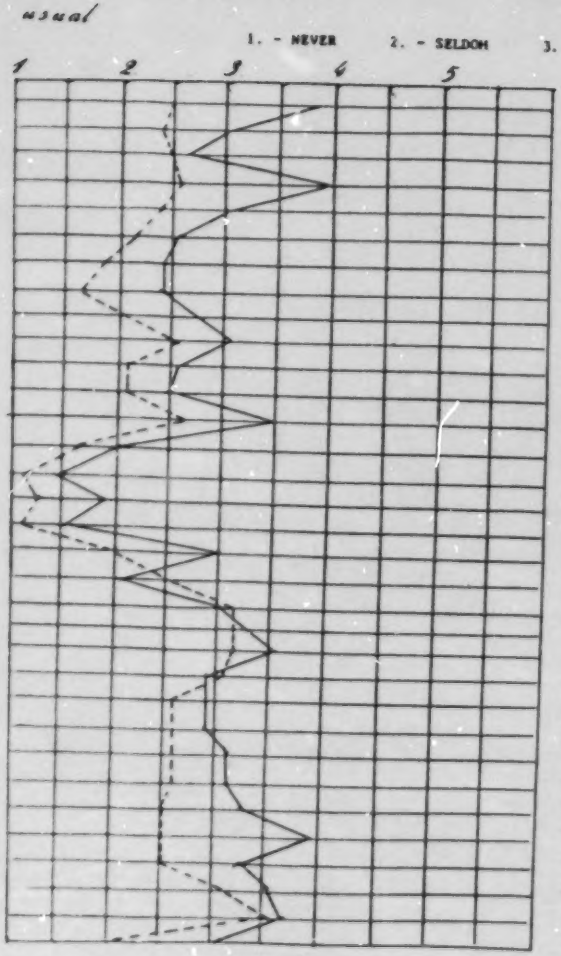
| | | | | | | |
|---|---|---|---|---|---|---|
| A. October, 1983 | | | | | | |
| 12 | 32.13 | 58 | 36.20 | 307.5 | -0.6318 | 0.05275 |
| B. April, 1984 | | | | | | |
| 12 | 40.58 | 70 | 41.66 | 409.0 | -0.1444 | 0.8852 |

Overall, these data show changes in perception of Usual Supervisor Behavior by both teachers and supervisors from October, 1983 to April, 1984, with an increase in the Supervisors' Mean Rank from 46.00 to 50.71 and in the Teachers' Mean Rank from 32.45 to 35.58. These same figures also show a continuing tendency of supervisors to rate their Usual Behavior as occurring more frequently than teachers reported. Additionally, the data in Table 5 reveal a general convergence of perceptions with respect to Ideal Supervisor Behavior. The results of analyses in Table 5 show there were statistically significant differences between teachers' and supervisors' perceptions of Usual Supervisor Behavior on both the October Shinn Survey and the April Shinn Suyrvey, but no statistically significant differences between teachers' and supervisors' perceptions of Ideal Supervisor Behavior on either the October or the April Shinn Survey.

Figure 1 shows differences in perceptions of teachers and supervisors when they were asked to describe Usual Supervisor Behavior and Ideal Supervisor Behavior. This survey, conducted in October, 1983 shows that teachers and supervisors disagree most about items, 1,4,17 and 27 in their perceptions of Usual Supervisor Behavior, and items 21,22 and 28 in their perceptions of Ideal Supervisor Behavior.

On item 1, supervisors saw themselves as meeting with their teachers prior to formal observations much more frequently than did their teachers. Similarly, on item 4, supervisors reported they were spending more time before observations finding out about teachers' problems and concerns than their teachers indicated they were. On item 17, supervisors thought they

FIGURE 1: COMPARISON OF SUPERVISORS' AND TEACHERS' PERCEPTIONS OF USUAL SUPERVISOR BEHAVIOR AND IDEAL SUPERVISOR BEHAVIOR, OCTOBER 1983.




PRIOR TO FORMAL OBSERVATION

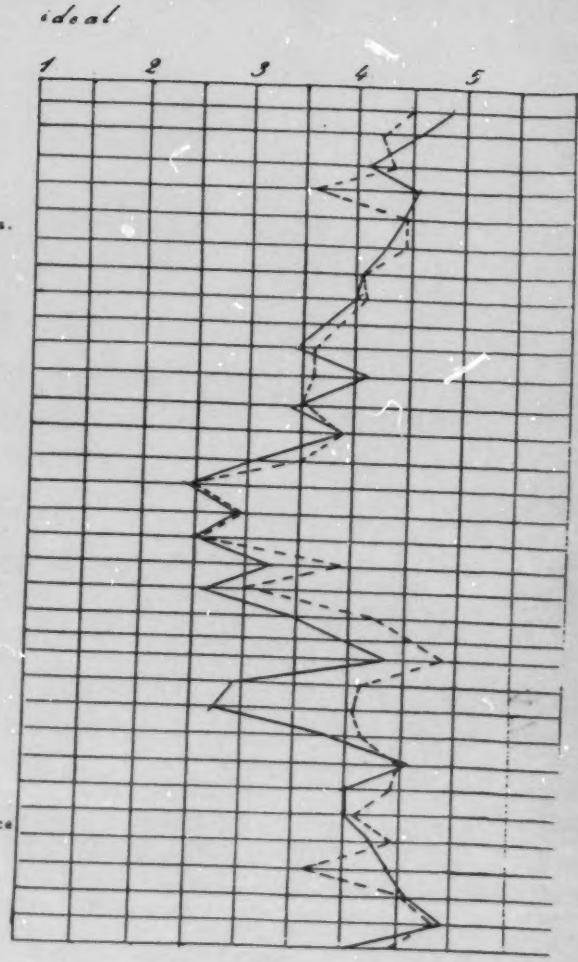
1. Supervisor meets with teacher.
2. Supervisor finds out about T's objectives.
3. S. finds out what T expects students to be doing.
4. S finds out about T's problems and/or concerns.
5. S involves T in deciding the focus of observations.
6. S helps T translate concerns into specific tchng behaviors.
7. S suggests a variety of observational techniques.
8. S suggests data-gathering methods T can use alone.

DURING THE FORMAL OBSERVATION

9. S makes verbatim notes of classroom interactions.
10. S writes down T's questions.
11. S writes down student responses.
12. S records student at-task behavior.
13. S charts pattern and amount of student responses.
14. S makes audiotape recordings.
15. S charts physical movements of T and/or students.
16. S makes videotape recordings.
17. S observes a specific child.
18. S records subjective feelings about the lesson.
19. S stays for at least 30 minutes.

AFTER A FORMAL OBSERVATION

20. S meets with T each time.
21. S provides T with direct advice for improvement.
22. S provides opinions regarding T's teaching.
23. S relates T's perceptions to the collected data.
24. S encourages T to analyze the collected data.
25. S asks T clarifying and probing questions.
26. S encourages T to consider alternative strategies.
27. S is willing to modify personal objectives for the conference.
28. S listens more than talks.
29. S acknowledges T's comments and opinions.
30. S gives praise and encouragement for specific growth.
31. S recommends additional resources.




SUPERVISORS _____
TEACHERS ---------

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spent quite a bit more time during formal observations observing a specific child than teachers thought they did, and on item 27, supervisors saw themselves as being more willing to modify their personal objectives for post-observation conferences than did their teachers.

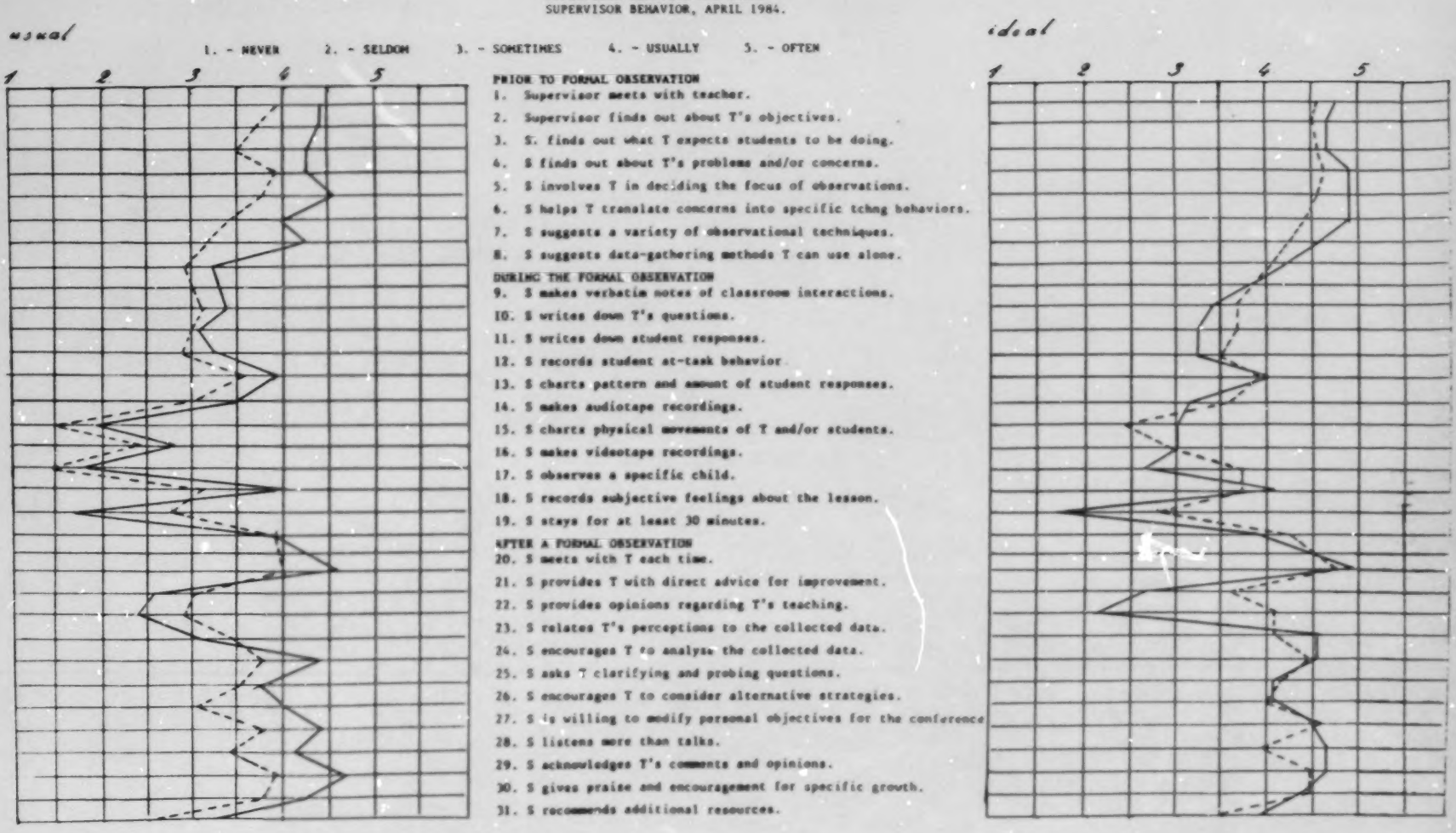
There were several items on which teachers rated certain supervisor behaviors as occurring more frequently than did the supervisors themselves. For example, teachers reported that after a formal observation supervisors were more likely to provide direct advice for improvement, provide opinions regarding the teacher's teaching, and give praise and encouragement than supervisors reported they did. Additionally, supervisors indicated they were more likely to observe for at least thirty minutes and they were less inclined to record their subjective feelings about the lesson than teachers perceived them to be.

On the Ideal Scale in October, 1983 teachers and supervisors had remarkably similar perceptions on all but three of the thirty-one items. Supervisors saw the Ideal Supervisor as providing less direct advice for improvement and fewer opinions regarding the teacher's teaching than was seen as Ideal by teachers. Also, supervisors saw the Ideal Supervisor as one who would listen more than talk during conferences while teachers felt the Ideal Supervisor should talk more.

Figure 2 shows the differences in teachers' and supervisors' perceptions of Usual and Ideal Supervision Behavior when they were surveyed in April, 1984. These data serve to show ways in which supervisors saw their own Usual Behavior changing, together with ways in which teachers perceived changes in Usual Supervisor Behavior. The Ideal Scale shows changes in perceptions of Ideal Supervisory Behavior. Both scales reflect changes that may be attributable in some way to the participation of supervisors (and teachers) in the implementation of a new policy of teacher supervision and evaluation.

Figure 2 shows that supervisors tended to report that a majority of the thirty-one supervisory behaviors occurred with greater frequency than teachers perceived but, compared with the data in figure 1, teachers'

FIGURE 2: COMPARISON OF SUPERVISORS' AND TEACHERS' PERCEPTIONS OF USUAL SUPERVISOR BEHAVIOR AND IDEAL SUPERVISOR BEHAVIOR, APRIL 1984.


usual
ideal
1. - NEVER
2. - SELDOM
3. - SOMETIMES
4. - USUALLY
5. - OFTEN
1 2 3 4 5
PRIOR TO FORMAL OBSERVATION
1. Supervisor meets with teacher.
2. Supervisor finds out about T's objectives.
3. S. finds out what T expects students to be doing.
4. S finds out about T's problems and/or concerns.
5. S involves T in deciding the focus of observations.
6. S helps T translate concerns into specific tchng behaviors.
7. S suggests a variety of observational techniques.
8. S suggests data-gathering methods T can use alone.
DURING THE FORMAL OBSERVATION
9. S makes verbatim notes of classroom interactions.
10. S writes down T's questions.
11. S writes down student responses.
12. S records student at-task behavior.
13. S charts pattern and amount of student responses.
14. S makes audiotape recordings.
15. S charts physical movements of T and/or students.
16. S makes videotape recordings.
17. S observes a specific child.
18. S records subjective feelings about the lesson.
19. S stays for at least 30 minutes.
AFTER A FORMAL OBSERVATION
20. S meets with T each time.
21. S provides T with direct advice for improvement.
22. S provides opinions regarding T's teaching.
23. S relates T's perceptions to the collected data.
24. S encourages T to analyze the collected data.
25. S asks T clarifying and probing questions.
26. S encourages T to consider alternative strategies.
27. S is willing to modify personal objectives for the conference
28. S listens more than talks.
29. S acknowledges T's comments and opinions.
30. S gives praise and encouragement for specific growth.
31. S recommends additional resources.
SUPERVISORS
TEACHERS







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and supervisors' ratings of Usual Supervisor Behavior in April, 1984 had moved closer to agreement. Additionally, both had increased overall, indicating that teachers perceived greater changes occurring in supervisor behavior as the implementation progressed, and the direction of that change was toward the Ideal.

On the Usual Scale in Figure 2, the greatest discrepancies between teachers' and supervisors' ratings occurred on items 7,17,18 and 26. Teachers were not aware that supervisors suggested a variety of observational techniques for use in observing lessons as frequently as supervisors reported they did. Similarly, teachers reported their supervisors did not observe specific students as frequently as supervisors indicated they did. Supervisors reported they recorded their subjective feelings about observed lessons less often than teachers said they did, but indicated they encouraged teachers to consider alternative strategies more frequently than teachers reported.

On the Ideal Scale in Figure 2, only items 18,21 and 22 reveal large differences in perception of Ideal Supervisor Behavior between teachers and supervisors. Those three items all relate directly to the amount of subjective information supervisors should be providing during the supervisory process. It could be anticipated that the group of supervisors would rate these items lower on the Ideal Scale because they received training during the year that emphasized a more objective approach to data collection and more indirect supervisor behavior during conferences.

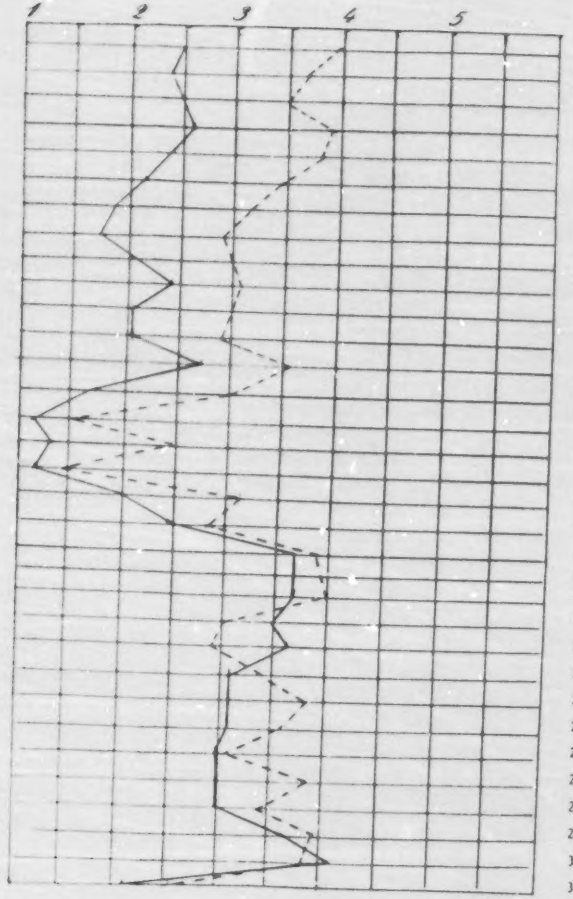
Figure 3 shows the changes in teachers' perceptions of Usual Supervisor Behavior and Ideal Supervisor Behavior over the period October, 1983 to April, 1984. Teachers noted considerable changes in supervisors' Usual Behavior on most of the items identifying supervisor behavior prior to formal observations. Clearly, according to their teachers in April, supervisors were meeting with them, finding out about their objectives, finding out about problems and concerns and generally engaging in a number of collaborative practices that they were not seen to be doing in October. Figure 3 presents some evidence of teachers' growing awareness of behaviors that supervisors were demonstrating less frequently in April than they

FIGURE 3:

## *Changes in Teachers' Perceptions of Usual and Ideal Supervisor Behavior October, 1983 to April, 1984.*

*usual*

1. - NEVER 2. - SELDOM 3. - SOMETIMES 4. - USUALLY 5. - OFTEN




PRIOR TO FORMAL OBSERVATION

1. Supervisor meets with teacher.
2. Supervisor finds out about T's objectives.
3. S. finds out what T expects students to be doing.
4. S finds out about T's problems and/or concerns.
5. S involves T in deciding the focus of observations.
6. S helps T translate concerns into specific tchng behaviors.
7. S suggests a variety of observational techniques.
8. S suggests data-gathering methods T can use alone.

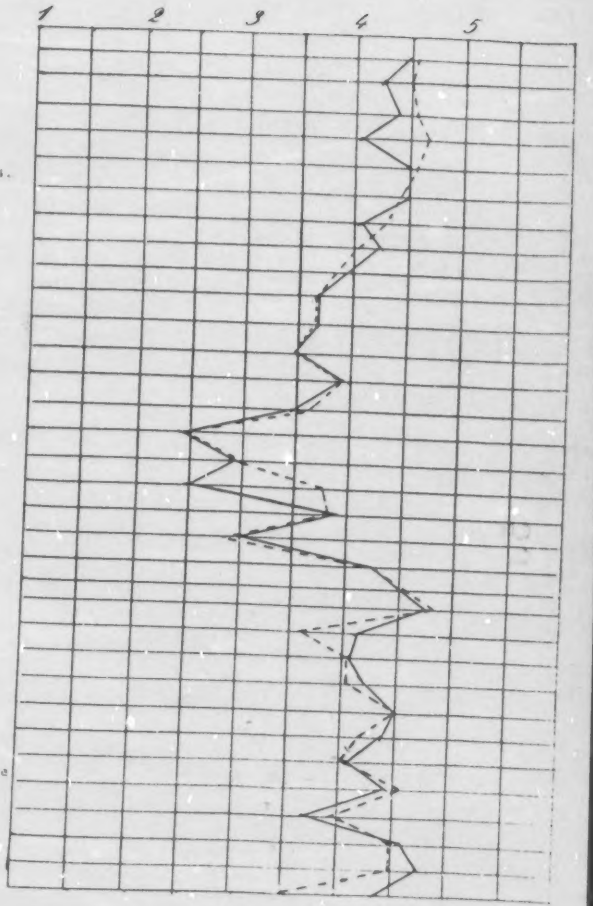
DURING THE FORMAL OBSERVATION

9. S makes verbatim notes of classroom interactions.
10. S writes down T's questions.
11. S writes down student responses.
12. S records student at-task behavior.
13. S charts pattern and amount of student responses.
14. S makes audiotape recordings.
15. S charts physical movements of T and/or students.
16. S makes videotape recordings.
17. S observes a specific child.
18. S records subjective feelings about the lesson.
19. S stays for at least 30 minutes.

AFTER A FORMAL OBSERVATION

20. S meets with T each time.
21. S provides T with direct advice for improvement.
22. S provides opinions regarding T's teaching.
23. S relates T's perceptions to the collected data.
24. S encourages T to analyze the collected data.
25. S asks T clarifying and probing questions.
26. S encourages T to consider alternative strategies.
27. S is willing to modify personal objectives for the conference
28. S listens more than talks.
29. S acknowledges T's comments and opinions.
30. S gives praise and encouragement for specific growth.
31. S recommends additional resources.

*ideal*




SURVEY ONE _____
SURVEY TWO --------

T E A C H E R S

SURVEY ONE, October 14/83 : N = 104
SURVEY TWO, April 19/84 : N = 101

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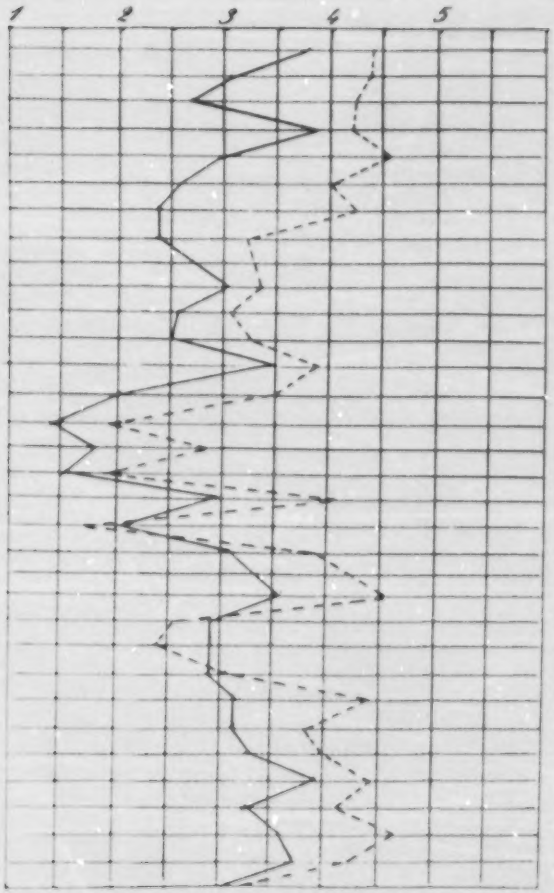
FIGURE 4:

*Supervisors' Perceptions of Changes in Usual and Ideal Supervisor Behavior. October, 1983 to April, 1984.*

usual

1. - NEVER 2. - SELDOM 3. - SOMETIMES 4. - USUALLY 5. - OFTEN




PRIOR TO FORMAL OBSERVATION

1. Supervisor meets with teacher.
2. Supervisor finds out about T's objectives.
3. S. finds out what T expects students to be doing.
4. S finds out about T's problems and/or concerns.
5. S involves T in deciding the focus of observations.
6. S helps T translate concerns into specific tchng behaviors.
7. S suggests a variety of observational techniques.
8. S suggests data-gathering methods T can use alone.

DURING THE FORMAL OBSERVATION

9. S makes verbatim notes of classroom interactions.
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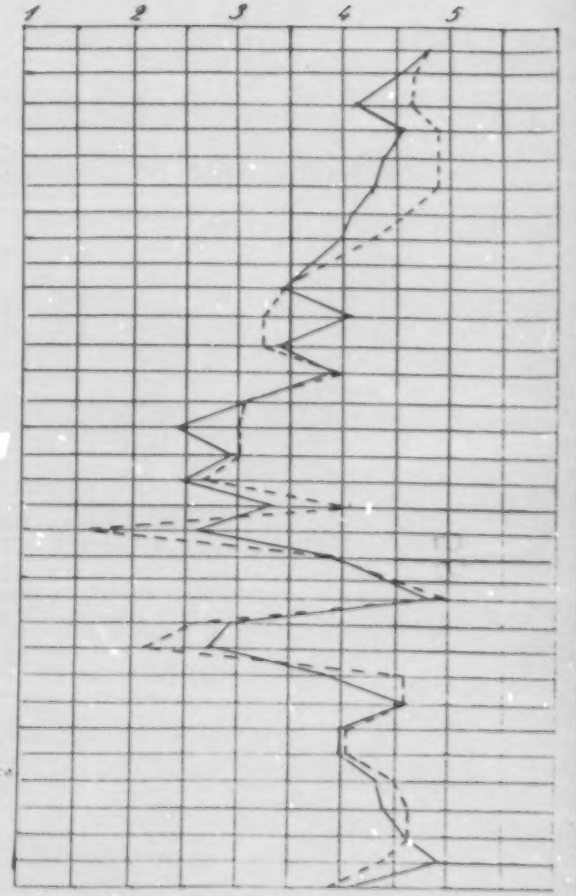
17. S observes a specific child.
18. S records subjective feelings about the lesson.
19. S stays for at least 30 minutes.

AFTER A FORMAL OBSERVATION

20. S meets with T each time.
21. S provides T with direct advice for improvement.
22. S provides opinions regarding T's teaching.
23. S relates T's perceptions to the collected data.
24. S encourages T to analyze the collected data.
25. S asks T clarifying and probing questions.
26. S encourages T to consider alternative strategies.
27. S is willing to modify personal objectives for the conference.
28. S listens more than talks.
29. S acknowledges T's comments and opinions.
30. S gives praise and encouragement for specific growth.
31. S recommends additional resources.

ideal




SURVEY ONE _____
SURVEY TWO - - - - - - - -

S U P E R V I S O R S

SURVEY ONE, October 14/83 : N = 14
SURVEY TWO, April 19/84 : N = 16





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were in October. In particular, teachers noted their supervisors were providing less direct advice for improvement and fewer opinions about the teachers' teaching. The Ideal Scale in Figure 3 shows how little variation there was between teachers' ratings in October and those in April.

Figure 4 presents the supervisors' own perceptions of changes in Usual Supervisor Behavior and changes in what they consider to be Ideal Supervisor Behavior. Supervisors, too, noted the greatest changes in their behavior prior to formal observations. Supervisors' ratings on the Ideal Scale varied only slightly more than teachers' ratings. The item of greatest discrepancy on the Ideal Scale was item 18, which deals with supervisors recording their subjective feelings about a lesson. It was rated much lower in April than in October.

Table 6 presents the results of analyses of matched pairs of teachers' and supervisors' responses on the Shinn Survey, using the Wilcoxon Matched-Pairs Signed-Ranks Test (Siegel, 1956). The numbers of teachers and supervisors reported on each separate analysis may vary because of any number of missing items on any of the four sections of the two surveys.

Table 6 shows there was a significant difference between supervisors' perceptions of Usual and Ideal Supervisor Behavior on both the October and April surveys. Similarly, it shows a significant difference existed between teachers' pereceptions of Usual and Ideal Supervisor Behavior on both surveys. In addition, Table 6 reveals a significant difference in perceptions of both supervisors and teachers when reporting on Usual Supervior Behavior in October and again in April. Finally, Table 6 shows there was no significant difference between teachers' perceptions of Ideal Supervisor Behavior over the same period, and no significant difference between supervisors' perception of Ideal Supervisory Behavior over the same period.

Much of what was reported by teachers and supervisors on the Shinn Surveys was corroborated by direct observations and by the interview data compiled during the year. For example, most supervisors recognized the increasing importance of contact with teachers before conducting formal classroom observations, as well as after formal observations had been done,

so the sheer number of meetings between a teacher and a supervisor for purposes of discussing some aspect of classroom instruction increased greatly as implementation proceeded. Also, many supervisors reported they were making a conscious effort to reduce the degree of subjectivity with which they observed and reported upon classroom interactions, and success in this endeavour was noted by teachers in their survey responses.

However, the survey data did not show changes of a more subtle kind that may not have been immediately apparent to teachers in their first or second supervisory cycle, but which were more obvious to the Researcher observing supervisors over time. Moreover, there are ratings on the survey that may indicate some teachers were unaware of the actual incidence of certain supervisor behaviors (example, question-asking and listening); or a few supervisors who were not observed working with teachers accounted for a lot of variation in teachers' ratings; or the supervisors who were observed working with teachers were more assiduous in the demonstration of "appropriate" behaviors than they were when not being observed; or a combination of all or any of the above conditions.

TABLE 6

COMPARISONS OF TEACHERS' AND SUPERVISORS' PERCEPTIONS OF USUAL AND IDEAL SUPERVISOR BEHAVIOR. WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST.

October, 1983. Comparison of Usual with Ideal.

| | Cases | Ties | Mean of Negative Ranks | Mean of Positive Ranks | Z Score | 2-Tailed P |
|---|---|---|---|---|---|---|
| Supervisors | 12 | 0 | 0.00 | 6.50 | -3.059 | 0.002 |
| Teachers | 45 | 0 | 0.00 | 23.00 | -5.841 | 0.000 |

Continued/....

TABLE 6 CONTINUED

April, 1984. Comparison of Usual with Ideal

| | Cases | Ties | Mean of Negative Ranks | Mean of Positive Ranks | z Score | 2-Tailed P |
|---|---|---|---|---|---|---|
| Supervisors | 12 | 0 | 6.65(10) | 5.75(2) | -2.157 | 0.031 |
| Teachers | 60 | 2 | 28.89(56) | 46.50(2) | -5.904 | 0.000 |
| | Comparison of October, 1983 Usual with April, 1984 Usual | | | | | |
| Supervisors | 11 | 2 | 0.00 | 5.00(9) | -2.666 | 0.008 |
| Teachers | 42 | 1 | 7.81(8) | 24.20(33) | -4.769 | 0.000 |
| | Comparison of October, 1983 Ideal with April, 1984 Ideal | | | | | |
| Supervisors | 10 | 0 | 5.17(6) | 6.00(4) | -0.357 | 0.721 |
| Teachers | 44 | 1 | 21.03(20) | 22.85(23) | -.634 | 0.526 |

The Researcher observed eleven different supervisors engaged in conferences with teachers and classroom observations. All eleven were observed twice or more in such circumstances. Additionally, all sixteen supervisors were interviewed throughout the year, some as frequently as fifteen times. The following three changes in supervisor behavior were noted as being the most widespread:-

1) Improved Conferencing Skills: When surveyed in October, a majority of supervisors indicated they were least confident in their ability to conduct effective conferences with teachers. Early teacher-supervisor conferences were characterized by more supervisor talk than teacher talk; a high incidence of supervisor "value judgments" (Thorlacius, 1977); fewer probing questions; low frequency of use of communication skills (Wallen, 1969); and a general tendency on the part of both supervisors and teachers to view the process as "evaluation for administrative purposes" rather than "supervision for improvement of instruction." Early pre-observation conferences varied in length from a hurried sixty-second discussion in the hallway just before the start

of the class being observed, to a two-hour session that explored a great number of topics, not all of which were related directly to classroom instruction.

Some initial post-observation conferences were based on the supervisor's subjective impressions of what had been observed.

Table 7 presents data assembled from observations of five different supervisors conducting post-observation conferences in three different schools during March, 1994. In each case the conference was part of a cycle of supervision that included a pre-observation conference and classroom observations. Conference number five was much longer than the others because it was one of several scheduled conferences comprising part of a teacher's formal evaluation. Table 7 shows that by the end of the first year of implementation supervisors with some experience were able to control the duration of conferences. The supervisors still tended to talk more than the teachers but the ratio of supervisor talk to teacher talk declined noticeably as the implementation progressed and supervisors and teachers both became more familiar with their roles within the supervisory process. Two supervisors in this group were able to encourage teachers to provide a lot of data analysis and opinions about the classroom interactions that had been observed and, as a result, the teachers talked more than the supervisors during those conferences. The supervisor questions that were recorded were those that encouraged the teacher to analyze, explain, provide opinions, or make decisions. In all conferences but the last one, supervisors provided the teacher with a copy of the written observations made in each classroom and, in all cases, the focus of discussion was readily apparent at an early stage.

TABLE 7

SAMPLE POST-OBSERVATION CONFERENCES

| Supervisor | Teacher Talk (Minutes) | Supervisor Talk (Minutes) | Supervisor Questions | Focus of Discussion |
|---|---|---|---|---|
| A | 13 | 20 | 10 | Tchr. questions |
| B | 18 | 13 | 23 | Classroom Mngt. |
| C | 12 | 11 | 17 | Student Participation |
| D | 9 | 16 | 18 | Student Participation |
| E | 18 | 27 | 18 | Classroom Mngt. Individual students. |

2) Increased confidence: In the early stages of implementation the position-taking of teachers (referred to in answer to Research Question 2) sometimes took the form of rhetorical questions such as "Who's going to supervise me in my area of specialization?" or "How could Supervisor A do a good job of supervising twenty teachers in four different subject areas?" These and similar comments had an intimidating effect on some supervisors, most of whom approached the early supervisory visits into the classrooms of experienced teachers with varying degrees of reluctance.

In addition, many less vocal teachers, while accepting that supervision of instruction would occur, were nevertheless skeptical about how much benefit they would derive from the process. Many supervisors, therefore, were in the difficult position of having to encourage staff participation and cooperation while acknowledging they did not possess all the requisite skills to conduct effective instructional supervision. Some supervisors procrastinated, but most got started on the task during the first semester. Confidence developed in many ways:

- One supervisor noted that he first thought the process might work when he saw how interested one teacher was in the observations the supervisor collected during the classroom visit.
- Two supervisors were encouraged to intensify their involvement in supervision by positive comments teachers made following the first few supervisory visits.
- One supervisor found that teachers reacted very favorably to a data collection and feedback instrument he designed himself, so he enlarged the group of teachers he was responsible for supervising.
- Two supervisors planned and presented demonstrations of data collection instruments and supervisory conferences to the Department Heads in their school.
- One supervisor provided release time for certain teachers to engage in collegial supervision when he found their interest in and knowledge of that process seemed likely to be of more benefit to them than his one or two formal visits.
- Two supervisors sought the assistance of an external consultant to improve their conferencing skills. It was a measure of their increased confidence in their developing skills that both added to their numbers of supervisees during the second semester.
- One supervisor put off formal supervision with one group of teachers on his staff until half-way through the second semester. He then told each teacher during their preliminary conferences that he was unaccustomed to this way of doing supervision (i.e., a cycle, including pre- and post-conferences and data collection during classroom visits) but he wanted to give it a try, and he was asking them to go along with it. He was impressed, and encouraged, when the first three teachers in this group reported favorably on his supervision of them.

3) Improved communication skills: The improvement in general conferencing skills has been noted in Section 1 of this answer. The information relative to improved communication skills is

considered to be important enough to be accorded a separate section even though the communication skills were revealed and demonstrated most often in supervisory conferences.

Several observations of initial supervisory conferences and preliminary interviews revealed that few supervisors were able to encourage teachers to analyze what they were doing, or explore alternatives, or make more than superficial commentaries about the data that had been collected during classroom visits. Some teachers complained that their goal-setting conferences were just another opportunity for their supervisor to tell them what their goals should be. Two early pre-observation conferences in School C were noteworthy because the teachers and the supervisor were unable to agree on what the focus of the supervisor's observations should be. Many supervisors had difficulty responding to teachers who would say, "Just come in anytime; I've got nothing to hide!" Conversely, many teachers were perplexed or confused when asked by their supervisors, "What do you want me to look for during the visit?"

The common factor in all these cases seemed to be the inability of both parties to communicate effectively.

Examples of paraphrasing and perception checking were non-existent at this stage, and the poor quality of questioning may have reflected the overwhelming preference of most participants for a pedagogical style that emphasized the lecture approach over all others. Certainly, supervisors gave indications of being more comfortable with a "telling" approach rather than one of "inquiry" and even when supervisors began to practice more indirect behaviors some teachers were at first uncomfortable with an "authority figure" who sought their opinions and encouraged their ideas.

With confidence, experience and training, supervisors showed they had the ability to use the supervisory process for the

professional growth of teachers. In doing so, they became much more aware of the importance of effective communication to the success of supervision and the component of cummunication in which the greatest improvement noted was the ability of supervisors to ask good questions. Often the questions took the form of a simple "Why?" or "Why not?" after a teacher had explained a chosen strategy. Sometimes, supervisors asked teachers to suggest alternative courses of action, or alternative explanations of the data, example, "How else could you present that information to the group?" or "What other reasons could there be for Student A's low score on a written test?"

Scmetimes the questions encouraged teachers to reflect on a statement they had just made, or an assumption they had about a class they were teaching, example, "What do you mean when you say, 'These students need more independence?'" or "Is this true of all the classes you teach?"

In all cases, these kinds of questions were responsible for an increase in the amount of teacher talk during the conferences and a corresponding increase in the number of decisions teachers made about their own teaching and their students. The increased frequency with which probing and clarifying questions occurred in later conferences, and the decrease in the amount of supervisor talk, suggests there was a corresponding improvement in the supervisors' listening skills and habits as implementation progressed.

Table 7 shows the incidence of supervisors' probing and clarifying questions in post-observation conferences observed during March, 1984. In these, and similar conferences observed in the second semester, supervisors were seen to solicit information about the behavior, performance or attitude of certain students in each of the classes observed, a strategy that elicited a high level of response from teachers in every instance.

## RESEARCH QUESTION TWO

> What changes in teacher behavior occur as a result of participation in a new supervisory and evaluation system?

Before changes in behavior can be reported it is essential to note that each school in the Lethbridge system developed its own model of teacher supervision based on the district policy. (Appendix G). The evaluation policy was developed to serve all schools in the system. The rate of implementation and the activities associated with implementation made observation and documentation of change easier in some schools than it was in others. Table 8 shows the different ways in which each school undertook its initial implementation activities. Even though it is noted that some form of supervisory visit began in all schools by the end of November, the number of visits varied from as few as six to as many as forty depending upon the school. Furthermore the level of involvement of supervisors varied within and among schools, from the case of one supervisor who had conducted fifteen cycles of supervision by the end of November to that of another supervisor who had held only a few meetings with teachers and had visited no classrooms. Obviously, the data presented in response to this question are more representative of those schools in which the model of supervision and evaluation of teachers emphasized classroom visits by supervisors.

For the most teachers, the scheduled conferences and the initial rounds of supervision were the first they had experienced in this system. Most teachers were unsure about the process, even if they had participated in developing the written school policy, and most were uncertain and, in some cases, apprehensive about the relationship between themselves and their supervisors. Early pre-observation conferences revealed that many teachers were uncomfortable at first when talking about what was going to be happening in the lesson to be observed. Some, like the teachers in Holly's (1982) study, experienced discomfort as they began to question

*TABLE 8*

*INITIAL IMPLEMENTATION ACTIVITIES IN FIVE SECONDARY SCHOOLS. SEPTEMBER - NOVEMBER, 1983.*

| SCHOOL | | ACTIVITIES |
|---|---|---|
| A | 1) | Teachers to be evaluated in 1983-84 are notified by principal. |
| | 2) | All teachers complete Professional Growth Planning Forms. |
| | 3) | Groups of teachers and supervisors are determined. |
| | 4) | Supervisor-teacher conferences begin. |
| | 5) | Informal classroom visits begin. |
| B | 1) | Teachers complete Self-Evaluation forms. |
| | 2) | Teachers choose supervisors (administrators, colleagues, Department Heads.) |
| | 3) | Teachers complete Professional Improvement Plan (Strengths & Weaknesses). |
| | 4) | Administrators hold initial conferences with teachers for whom they have direct administrative responsibility. |
| | 5) | Classroom observations begin. |
| C | 1) | Assistant principals and Department Heads are assigned supervisory responsibility. |
| | 2) | Principal is assigned evaluative responsibilities. |
| | 3) | Informal classroom visits begin. |
| | 4) | Formal classroom visits begin. |
| D | 1) | Teachers to be evaluated in 1983-84 are notified (mainly volunteers.) |
| | 2) | Teachers complete Personal Growth Objective Forms. |
| | 3) | Teachers choose the form their own supervision will take. |
| | 4) | Teachers choose their supervisors (administrators, colleagues, Department Heads). |
| | 5) | Informal classroom visits begin. |
| E | 1) | Administrators determine those teachers for whom they will have administrative responsibility. |
| | 2) | Teachers choose inservice, professional development and supervision goals for the year in accordance with the school model. |
| | 3) | Administrators and teachers begin initial round of conferences. |
| | 4) | Supervisory visits, classroom exchange visits, collegial supervision begins. |
| | 5) | Administrators monitor progress of teachers' activities. |

behavior they had previously taken for granted.

Most teachers were able to identify growth objectives that focused directly on classroom instruction. Of thirty-four Professional Growth Planning Forms reviewed in School A only three listed a personal growth objective not related directly to instruction. In School B, thirty-seven teachers, in consultation with their supervisors, selected goals that emphasized some aspect of improvement of instruction. In School D, Social Studies teachers chose a group objective of improving knowledge and skill in the Inquiry Approach, while Physical Education teachers agreed upon a group objective of increasing student participation in Dance Units.

One finding of interest in School B was teacher response to a question on the initial staff survey asking them to list their teaching strengths and weaknesses. School administrators had anticipated that teachers would be better able to choose helping colleagues for their supervisory teams if they knew what each teacher on staff rated as areas of professional strength and weakness. Out of thirty-seven respondents, less than one-quarter listed any strengths, while all listed some areas of weakness.

Changes in teacher behavior began to occur almost as soon as the subject of supervisory visits was raised. The first observable changes were noted in teachers' levels of concern about the subject. No doubt much of the recorded talk was occasioned by the presence of the Researcher, and by the focus of questions asked, but in teachers' informal conversations in staff rooms and hallways, and in the position taken by teachers in interviews, it was clear that supervision and evaluation of instruction was the stated educational priority for the year in the Lethbridge system and was accepted as such by a large majority of teachers. Eighty-five percent of teachers surveyed in October agreed with the statement that teachers should be supervised regularly. It is of interest to note that eighty-four percent of those same teachers believed that teacher supervision and evaluation was the major issue in Alberta schools this year because of political, not educational, reasons. These results might suggest that Lethbridge teachers were ready for change and prepared to take initiative for educational or professional reasons rather than simply as a reaction

to political pressure. The results certainly identify a very high level of acceptance, which is a key component of readiness, identified throughout the literature as essential to successful implementation. (Wood, Thompson and Russell, 1981; Schmuck and Runkel, 1982).

A second observable change in teacher behavior occurred nearer to the time of an actual supervisory visit, as teachers attended more closely to matters of planning and preparation. During the first round of observations in School C, thirteen teachers indicated they had planned their teaching more carefully because they had talked to their supervisors prior to the lesson and had come to agreement upon what activities would be the focus of observations. Six teachers in School B knew in advance that their supervisor would be gathering data on student at-task behavior, so they planned lessons with an emphasis on assigned tasks and individual assistance to students. In School A, a Mathematics teacher asked his supervisor to collect data on student at-task behavior because, as he confided in a follow-up conference, he "knew (he) could plan a lesson that would keep those kids productively engaged for the whole forty minutes, and wanted this first observation to a good one..."

Several teachers, on being observed for the first time, attempted complex teaching strategies, perhaps in an effort to demonstrate skill and confidence. In School A, for their first formal observations, four teachers prepared variations of Inquiry Teaching or Group Investigation in Science and Social Studies classes that appeared to require superior classroom management ability, as well as extra time in preparation. Another teacher in School A prepared and presented an Instrumental Band lesson that was observed by two supervisors. His comments following the post-observation conference are most enlightening.

> "I really prepared for this class. I wanted Supervisor One to give me feedback on individual students and Supervisor Two to provide feedback on my directions, my questions and my interactions with students. I've never worked harder during a class, or even a festival, and I've got to tell you, about halfway through the next class I was totally exhausted.

*But the insights I've gained are terrific and the whole process has been the most exciting professional development experience in my ten years of teaching."*

*The third change noted in teacher behavior may only occur because the teacher is being observed. It occurs more frequently in early stages of direct supervision, although it was observed to persist, in a few cases, beyond the third supervisory visit. Many teachers, unaccustomed to teaching while being closely observed by another adult, exhibit symptoms of "stage-fright." They perspire freely. They lose their train of thought when giving directions or answering questions. They make very elementary mistakes in spelling, or grammar, or calculations, or general knowledge. Their voices crack, or become husky, get louder or softer than usual. They may repeat questions and answers unnecessarily. They may interrupt students in the middle of an answer. They may move about the classroom, often without apparent purpose, or remain fixed in one position for extended periods of time. In short, they may be distracted by the presence of an observing supervisor to such an extent that they are unable to perform as effectively as they do under normal conditions.*

*The following observations were made on first visits to teachers' classrooms. On each occasion there were two visitors, a supervisor and the Researcher. These examples are presented here to emphasize the point that even good teachers may experience considerable stress when being observed by a supervisor, and that what supervisors see, especially supervisors whose presence may serve to increase teachers anxiety, may not always be the best performance of which a teacher is capable.*

*OBSERVATION 1: A junior high school teacher began lecturing in a normal tone of voice but after about five minutes was perspiring excessively and talking much more loudly than was necessary for the size of class and the subject being taught. Asked later about the increase in vlume the teacher observed, "At one point I suddenly realized I was shouting..."*

*OBSERVATION 2: During a chalkboard demonstration, a high school teacher 'choked up' so badly he had to stop several times to clear his throat and catch his breath. After class he said to the two observers, "I can't believe it! I would never have thought after twenty years of teaching I'd be so nervous with a supervisor in the room!"*

*OBSERVATION 3: Five times in one lesson a high school teacher wrote on the board the name of the main character in a story. Each time his name was spelled incorrectly. Yet, in the teacher's notes and in the students' books, the name was always recorded correctly.*

*OBSERVATION 4: A high school teacher could not recall the date of "the shot heard 'round the world," and disallowed three correct students' responses during a brief discussion period. The teacher was flushed and flustered throughout the observations. Afterwards the teacher said to the supervisor, "Boy, I got nervous!"*

*OBSERVATION 5: Following an observation of a junior high school class, the teacher was chiding his students for their lack of participating. "What was the matter with you kids?" he asked. "You hardly answered any questions. Anyone would think you were afraid to speak up because we had a couple of visitors in the room." "What about you!?" was the immediate response of about four students near the front.....*

*TABLE 9*

*MAJOR TOPICS OF CONVERSATION BETWEEN SUPERVISORS AND TEACHERS IN PRE-OBSERVATION CONFERENCES.*

| TOPIC | DECEMBER N=98 | MARCH N=107* | MAY N=101* |
|---|---|---|---|
| Classroom Management | 17 | 33 | 50 |
| Teaching Strategies | 14 | 39 | 54 |
| Curriculum | 11 | 5 | 4 |
| Particular Students | 2 | 7 | 30 |
| Growth Objectives | 10 | 28 | 56 |
| Nothing Specific | 4 | 4 | 0 |
| N/A (Not met yet) | 40 | 30 | 13 |

* - By the second survey some teachers had been supervised more than once and their conferences had focused on more than one major topic.

*In many initial pre-observation conferences it was noted that teachers were often perplexed when a supervisor would ask, "What kinds of things do you want me to look for during this lesson?" Most of the supervisors*

had at least some rudimentary training in techniques of instructional supervision but very few teachers did. Teachers in such circumstances were most likely to respond with comments like, "You're the supervisor. You tell me what you're going to be looking for," or "Just come and have a look and tell me how I'm doing."

The initial reluctance on the part of teachers was not altogether a result of their ignorance of the process, however. Often it had more to do with a "wait-and-see" attitude, an unwillingness to make a commitment to the supervisory process until they could see more clearly what was in it for them, together with some reservations about the extent to which supervisors could or should be trusted. In several instances, once teachers had had a chance to experience the process and assuage their anxieties, their demands for continued participation far exceeded the ability of supervisors to comply. A total of thirty-three observed post-observation concerences concluded with teachers and supervisors deciding on the time and focus of the next visit, most often at the instigation of the teacher. Supervisors reported that the question teachers asked most at the end of a conference was, "When are you coming back in again?"

These data suggest there was a change in teachers' willingness to participate fully in the supervisory process as implementation progresses, and this change was revealed most clearly in the kinds of things teachers chose to talk about in their conferences with supervisors.

Change in teacher behavior over time is perhaps the most important aspect of this research question. Do the productive behaviors that teachers exhibit during observations carry over into their day-to-day teaching when they are not being observed? Most teachers reported that they did, and that regular supervision was the process through which they became aware of bad habits they had fallen into, or aspects of their teaching they could improve through extra effort and the professional support provided by a supervisor. All the supervisors who were engaged in cycles of instructional supervision reported favorably on the ways in which teachers changed, and sustained the improved behaviors. Although they could only speculate about what might have been happening when the teachers were not being observed,

*supervisors were confident that the improved behaviors generalized into day-to-day teaching and were not just "held in readiness to be presented on demand" when supervisors visit.*

*The following examples best characterize the process of change in teacher behavior as perceived by supervisors:-*

*EXAMPLE 1: A junior high school teacher, concerned about "classroom management," which meant, more specifically, students calling out and students leaving their desks, worked through three cycles of supervision with the same supervisor over a three month period. In the first cycle they concentrated on student at-task behavior and the data showed (based on one round-the-class survey every four minutes for a forty-eight minute lesson) that students were on-task approximately sixty percent of the time. In the post-observation conference the teacher and supervisor discussed strategies for raising that percentage. In the second cycle the supervisor collected data on teacher control statements and student at-task behavior. There was a slight improvement in the latter, and twenty-seven instances of the former in forty minutes of observation. In the second post-observation conference the teacher agreed a) to move certain students to other desks, b) to discuss classroom behavior with the class and to post a list of acceptable student behaviors on the front bulletin board and c) to make sure the activities planned for the lesson occupied the full fifty minutes of class time. The supervisor reports that during the third observation student at-task behavior had improved "dramatically." The teacher credits the "direct support" of the supervisor (school principal) and his "presence in the classroom" with helping to bring about desired improvements.*

*EXAMPLE 2: A high school teacher and a supervisor agreed that the first supervisory visit would occur during a review lesson which would emphasize student-teacher interaction, the teacher's ability to ask questions, and the teacher's ability to involve all the students in review of the material. The supervisor recorded the kinds of questions the teacher asked and the number of times each student in the class participated in the discussion. The teacher asked forty-four questions in twenty-five minutes. All questions were of the "knowledge" or "recall" type. In a class of twenty-two students there were nine who did not once participate verbally in the activities of the class. On first seeing the data the teacher was surprised, then annoyed. After the supervisor and teacher had had time to discuss the implications of the data the teacher expressed a determination to try a similar lesson again the following week with the same class and to have the supervisor collect data in the same way. The second post-observation conference revealed that all students had participated in the discussion on more than one occasion and the teacher had managed to ask a reasonable number of questions at higher cognitive levels. Interviewed after the second conference the teacher said, "I was really embarrassed after that first observation. (The supervisor) has helped me a lot."*

In the first case, the teacher needed to make a lot of changes to effect improvement in classroom management and was able to do it with the help of the supervisor. In the second example, the teacher was apparently unaware of the general level of teaching effectiveness in that class. The presence of the supervisor and the persuasive data that were collected convinced the teacher of the need to change.

Most teachers expressed a desire to change some aspect of their teaching at some stage during the school year. Often this occurred after a particularly difficult class, as in the case of several junior high school teachers who convened a special staff meeting to make sure that all teachers were prepared to use consistent disciplinary practices when dealing with a troublesome group of grade 8 students. Sometimes it followed hard upon the publication of examination results. This happened in School D, when a slightly lower-than-average achievement of students on district-wide exams prompted all the Social Studies teachers to use many their supervisory opportunities as occasions for focusing on improvements in teaching using the Inquiry Approach. On other occasions, the desire for change grew out of the supervisory process. Apart from any others previously mentioned, the most noteworthy change in teacher behavior occurred with the Social Studies teachers in School B.

> The Department Head, a teacher with ten years of experience, had volunteered to present a demonstration lesoon, using his grade 9 class, to another group of teachers. Also, he agreed to work with his principal in cycles of supervision that could be observed by the Researcher. These two additional responsibilities led the Department Head to undertake a thorough review of his teaching strategies, his resources, available instructional materials and the demands of the curriculum. In December, he confessed to being "very concerned" to realize how much difficulty he was experiencing in teaching his courses the way he felt they should be taught. He talked to his supervisor, then to his teachers, and discovered all his associates had similar concerns about their courses, especially those who were trying to teach Social Studies in all three junior high grades.
>
> Consequently, meetings were planned with District and Department of Education Curriculum Consultants and a program of concentrated inservice activities was initiated for this staff group.

Interviews with supervisors provided a constant flow of information about perceived changes in teacher behavior.

Table 10 shows how five supervisors rated changes in teacher behavior as a result of their participation in a new supervisory and evaluation sytem.

TABLE 10

SUPERVISORS' RATINGS OF PERCEIVED CHANGES IN TEACHER BEHAVIOR. OCTOBER, 1983 - APRIL, 1984.

| Teacher Behavior | Supervisors A to E | | | | |
|---|---|---|---|---|---|
| | A | B | C | D | E |
| Increased attention to individual students. | 1 | 2 | 2 | 3 | 1 |
| Improved classroom management. | 3 | 1 | 3 | 2 | 2 |
| Improved knowledge of subject material. | 4 | 3 | 5 | 6 | 6 |
| Improved preparation and planning. | 2 | 4 | 1 | 1 | 3 |
| Greater use of variety of teaching techniques. | 6 | 6 | 4 | 4 | 4 |
| Improved pacing of lessons. | 5 | 5 | 6 | 5 | 5 |

Of course, the changes observed by supervisors may have conformed closely to the focus of supervisors' observations during supervisory visits, yet they may also show how the policy emphasis on improvement of instruction can be translated into an influence upon essential classroom practices through the efforts of supervisors and the cooperative participation of teachers.

Generally, supervisors rated increased attention ot individual students, improved preparation and planning, and improved classroom management as the three areas in which teachers showed the most positive change. In their less formal conversations, supervisors noted things like increased awareness of the whole class, and improved questioning skills as other important areas of change.

At the end of the first semester, the IDEA-H Student Questionnaire Form (Appendix F) was administered to 1,441 students in 71 high school classrooms in two schools. Individual class result sheets were returned in confidence to the class teachers. Eight weeks after the results had been returned forty-one teachers were surveyed in an attempt to determine what effect student feedback had on subsequent teacher behavior. The results of that teacher survey are contained in Table 11.

Most teachers indicated they were attempting to make changes in behavior as a result of student feedback. All teachers surveyed were prepared to accept student feedback at the high school level as one valid way of assessing their effectiveness.

TABLE 11

THE INFLUENCE OF STUDENT FEEDBACK ON SUBSEQUENT TEACHER BEHAVIOR AS REPORTED BY TEACHERS. MARCH, 1984.

| QUESTIONS | TEACHER RESPONSES (N=41) | | |
|---|---|---|---|
| | YES | NO | NO RESPONSE |
| 1. Are you satisfied with the accuracy of the student feedback you received? | 76% | 22% | 2% |
| 2. Have you tried to make any changes as a result of student feedback? | 71% | 29% | - |
| 3. Do you intend to administer the IDEA-H form to another class this semester. | 74% | 19% | 7% |

Continued/...

TABLE 11 CONTINUED

| QUESTIONS | TEACHER RESPONSE (N=41) | | |
|---|---|---|---|
| | YES | NO | NO RESPONSE |
| 4. Do you agree that student feedback can be one valid way of assessing teaching effectiveness? | 100% | - | - |

5. Identify up to 3 important changes you have tried to make as a result of student feedback.

| BEHAVIOR | No. TEACHERS |
|---|---|
| Be more sensitive to students' feelings & problems | 5 |
| Give more review of subject content | 3 |
| Provide more thorough explanations of course material | 3 |
| Have more group discussions | 3 |
| Be more organized | 2 |
| Develop new strategies | 2 |
| Give more individual attention | 2 |
| Give students more feedback | 2 |
| Give more quizzes | 2 |

NOTE: At least one teacher identified 22 other changes in behavior attempted in response to student feedback. All of those behaviors were listed on the IDEA-H Form.

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## RESEARCH QUESTION THREE

> What do teachers and supervisors identify as the most and least beneficial components of the new supervisory and evaluation system?

The policy of teacher supervision and evaluation was developed over an extended period by a committee of teachers and administrators. It was introduced into the system through a series of orientation workshops held in each school during the 1982-83 school year. Each school staff

was then in the process of writing a model of teacher supervision that best matched the needs of the school with the demands of district policy. Perhaps as a result of all this preliminary work, and the sensitivity with which the policy was introduced, eighty-five percent of Lethbridge teachers and one hundred percent of the administrators surveyed in October, 1983 were in favor of regular supervision, and seventy-nine percent of teachers and one hundred percent of administrators agreed that teachers should be evaluated at least once every four years. The general level of acceptance of the new policy was very high.

As implementation proceeded, a record was maintained of those aspects of the policy that appeared to meet with continued approval and those that caused concern. Therefore, answers to this question have been derived mainly from informal interviews of supervisors and teachers together with certain responses recorded on written questionnaires. It must be noted that readers should not presume a balance between most and least beneficial components of the models as identified by teachers and supervisors. Generally teachers approved of the supervisory practices in their school, with almost eighty percent of teachers reporting in May, 1984 that they were satisfied with the kind of supervision they received during the year. Most supervisors were satisfied with their models even if they were not always pleased with their ability to implement them as effectively as they would have liked.

A. MOST BENEFICIAL COMPONENTS OF THE NEW SUPERVISORY AND EVALUATION SYSTEM AS IDENTIFIED BY TEACHERS.

1. Regular Contact With Administrators. Table 12 shows the frequency of supervisory contact between teachers and supervisors prior to the start of the 1983-84 school year.

TABLE 12

FREQUENCY OF VISITS OF TEACHERS BY SUPERVISORS PRIOR TO 1983-84 SCHOOL YEAR.

| Years Since Last Supervisory Visit. | Percentage of Teachers Surveyed (N=104) |
|---|---|
| Last 5 years | 57% |
| 6-10 years | 9% |
| More than 10 years | 17% |
| Never visited by supervisor | 17% |

Most teachers commented favorably upon the increased visibility and accessibility of their administrators once implementation began. Particularly in the three junior high schools, teachers felt that supervision of teachers was far more important than a lot of the other tasks for which their administrators were responsible. This sentiment was expressed by teachers with varying levels of teaching experience, and the whole range of subject responsibility. Generally it was felt by those teachers that if the administrators spent more time observing actual classroom episodes, seeing more teacher-student interactions, and being exposed to more examples of typical student behavior they would have a clearer appreciation of the work-life of their teachers.

2. Increased Opportunities To Work With Colleagues And Exchange Classroom Visits.

Reference to collegial supervision is noted in the five models of teacher supervision and evaluation developed by each school staff. In practice, three staffs placed greater emphasis on working with colleagues and exchanging classroom visits and, while not all teachers were able to participate in collegial supervision to the extent they desired, all those who did and who reported to the Researcher expressed high levels of satisfaction with the process. A total of twenty-four teachers reported having engaged in some form of collegial supervision during the year. (More information about collegial supervision is presented in response

to Research Questions 4 and 5).

3. Direct Help With Important Aspects Of Teaching. Very few teachers held fast to the opinion that their work in the classroom was of such a high standard that they could not be helped to improve through regular supervision, although there were six teachers who made statements to that effect. Conversely, the majority of teachers were careful to characterize their acceptance of supervision as an acknowledgement that "we can all improve in some way" rather than an admission that they were experiencing any difficulties in the classroom. Teachers reported receiving the most help with classroom management (15 teachers), curriculum (11), question-asking strategies (5) and discipline (5). A total of seventy-eight teachers reported filling in a statement relative to Personal Growth Objectives and it was noted there was a general increase in teachers' acknowledgement of the value of that activity as the year progressed. Most of the growth objectives listed by teachers related directly to their classroom performance and, in three schools, teachers' Growth Objective Forms (or an equivalent Personal Goals Forms) formed the basis of initial discussions between teachers and supervisors. It is important to note that the overwhelming majority of teachers cited in this section were those who were supervised more than once and who were observed in at least one conference or one classroom episode by the Researcher.

4. Data Collection and Feedback by Supervisor. Several teachers cited the collection of data and the provision of feedback by supervisors as very important components of their model of supervision and evaluation. It was felt they provided teachers with a clear picture of improvements, or growth, particularly in the achievement of personal growth objectives. Of thirteen teachers interviewed following cycles of supervision in School C, twelve believed the process helped them improve their teaching in particular areas that they had identified, either by themselves or with the help of their supervisors. Of ten teachers interviewed in School A, seven commented favorably on the way in which data was collected, recorded and discussed by two different supervisors. In School B,

all teachers supervised were given a photocopy of the supervisor's observations (most often before the post-observation conference) for their own records. A sample of these teachers stated the process helped them make decisions about teaching that they felt increased their effectiveness in the classroom.

B. LEAST BENEFICIAL COMPONENTS OF THE NEW SUPERVISORY AND EVALUATION SYSTEM AS IDENTIFIED BY TEACHERS.

1. Informal Visits By Supervisors. Even though most school models provided for informal visits by supervisors, and most supervisors were inclined to want to make the first visit to a teacher's classroom an informal one, the practice was not encouraged by teachers. Teachers saw the informal visit as serving an administrative need ("I have visited fifteen teachers this semester") but they did not believe it contributed in any positive sense to the improvement of instruction. Often, the informal visit was not preceded by a supervisor-teacher conference; just as frequently there was no follow-up conference, and teachers complained on many occasions of not receiving any written report or other record of the visit. Teachers criticized the practice because supervisors "dropped in" at odd times during the school day, did not stay very long and often didn't know what the class was all about. Moreover, several teachers were of the opinion that the sudden, unannounced arrival of a supervisor could have a "negative" or "inhibiting" effect on the class.

2. Extra Time and Time Constraints. Most teachers who favored collegial supervision complained of the lack of time available to teachers for mutual exchanges of classroom observations, conferences, or visits to other classrooms in other schools. In School D, one group of teachers held their planning meetings during noon hours and after school, but it was still not possible for those teachers to arrange a satisfactory number of classroom visits in the course of the year. In School B and School C, supervisors arranged most

pre-observation conferences for before and after school and most post-observation conferences during teachers' preparation time. In School E, supervisor-teacher conferences were held after school or during preparation time. In all cases teacher participation in the new supervision and evaluation models required time commitments that most teachers were willing to make, albeit reluctantly in several instances.

3. The Matching of Teachers with Supervisors Who Had Limited Knowledge in a Particular Subject Area.

In the early stages of implementation, this was one of the most frequently used arguments presented by teachers in explaining their reluctance to get involved in the supervisory process or their skepticism over the value of the new policy. High school teachers generally were the most vocal in raising doubts about a supervisor's expertise in a particular subject. "What does he know about _____?" was a question heard many times in the first semester of this school year.

4. Teachers' Own Lack of Knowledge of Techniques of Supervision and Evaluation.

This concern, raised by a large number of teachers, calls into question one of the basic assumptions common to all school models, namely, that teachers would be able to participate freely and fully in the supervisory and evaluation process. Even though all teachers had some opportunity to be involved in the development of their own staff model of supervision and evaluation, it was apparent at all stages throughout the year that many of teachers did not know enough about the process to be able to participate fully. Many of the first cycles of supervision were little more than experiential inservice training for teachers, often conducted by supervisors who possessed only miminal skills at the time. Of one hundred teachers surveyed in April, nearly half (44) said they did not believe they had sufficient knowledge of techniques of supervision and evaluation to be able to participate effectively in their school's supervisory and evaluation process. Even among

those teachers who believed they had sufficient knowledge, twenty-two indicated a desire for more inservice training specific to supervision and evaluation of instruction.

This last finding is an interesting one. It had been anticipated that a fair number of inservice activities would accompany the implementation of the new policy, but this did not happen. Four half-day workshops were presented by the Researcher in October and December but they were attended mainly by administrators. No more than twenty-four teachers attended any one of those four workshops. Table 13 shows how school staffs spent their Professional Development Day in March, a full day set aside each year for inservice and staff development activities of special interest to teachers. The question of supervision and evaluation of teachers was not central to any of the activities of that day. In addition, only four teachers reported being engaged in other inservice activities during the year that focused on supervision and evaluation. These outcomes may support findings in the literature relative to "loose-coupling" as it applies to staff development activities.

TABLE 13

PROFESSIONAL DEVELOPMENT DAY ACTIVITIES, MARCH 1984.

| School. | Activities. |
|---|---|
| A | 1) Lecture and videotape presentations of research on Effective Schools.<br>2) Formation of staff committees.<br>3) Planning for increased school effectiveness. |
| B | 1) Computers in education. Presentation by Curriculum Coordinator.<br>2) Time on Task. Presentation by Director of Curriculum.<br>3) Departmental Meetings. |
| C | All teachers visited schools of their choice to observe innovative programs, acknowledged subject specialists, classrooms of special professional interest to individual teachers. |

TABLE 13 CONTINUED.

| School. | Activities. |
|---|---|
| D | 1) Forum of parents and teachers to discuss the parent-teacher interview system.<br>2) Review of major curriculum areas. |
| E | Thorough review of school philosophy and goals to determine ways and means of improving the overall school policy. |

5. Unrealistic Scheduling Practices. In three different schools a small number of teachers commented unfavorably on the inability of supervisors to keep scheduled appointments. While this is not essentially a "component" of any model the teachers were saying that if supervisors were unable to implement the model as it is written, for whatever reason, then changes should have been made. Teachers were generally ready to concede that appointments were missed mostly for good reason, but they were still disappointed or annoyed at any cancellation of a scheduled observation or conference and were less well-disposed toward the whole supervisory process as a result.

C. MOST BENEFICIAL COMPONENTS OF THE NEW SUPERVISORY AND EVALUATION SYSTEM AS IDENTIFIED BY SUPERVISORS.

1. Universality. While acknowledging the importance of using different approaches to supervision and evaluation with teachers at different career stages, most supervisors were pleased to have written policies that conveyed clear expectations of levels of participation for all teachers and supervisors. Fifteen out of sixteen supervisors surveyed thought the evaluation form developed by the District Committee was a good one and could be used with all teachers. All supervisors believed that regular supervision of all professional staff would be the end result of the new policy. All supervisors surveyed believed that the overall quality of instruction in their schools could be improved through regular supervision of all teachers. In early interviews, most supervisors expressed some reluctance

at having to observe teachers in their classrooms. Having in place a written policy that was developed by a committee of teachers and administrators may have contributed to more successful implementation in some schools.

2. The Provision of Opportunities to Develop Instructional Leadership Abilities.

The majority of supervisors actively sought ways to provide instructional leadership in their schools. Seven supervisors reported their most important personal goals with respect to supervision and evaluation were to have a positive impact on the quality of education and to be a positive force in staff growth and development. Fourteen administrators saw in the new policies opportunities to get involved in tasks that were educationally more important than many for which they were presently responsible. (See Table 15). Twelve supervisors indicated in an initial survey that they had only limited experience with supervision and evaluation of teachers, although five had had considerable training and experience in supervision and evaluation of student-teachers. Most supervisors thought they would be able to provide help to their teachers once they had received additional training in techniques of supervision and evaluation and most supervisors listed supervision and evaluation of teachers as their number one administrative priority for the 1983-84 school year. (Table 15).

3. The Cyclical Nature of Supervision. Initially, there was a tendency for some supervisors to view their supervisory responsibilities only as additional administrative episodes not necessarily related to the improvement of instruction. Questions such as "How do you expect me to get through twenty teachers in one semester?" and comments like, "I've done six already!" occurred with sufficient frequency to indicate some discrepancies between the high-sounding purposes of the district policy and the in-school practices of inexperienced administrators. In those schools where supervisors were able to implement instructional supervision based on a structure

of pre-observation conference, classroom observations with objective/ persuasive data collection, post-observation conference, and the notion that supervision consisted of more than one such cycle, supervisors tended to see greater value in the supervisory process. One supervisor in School C believed the critical component for him was the pre-observation conference, because it was there that he felt he first established a sound working relationship with his teachers.

> In the pre-observation conference I could find out what the teachers were hoping to accomplish in their lessons and get some commitment from them about their goals. In return, they could see that I wasn't trying to evaluate them on the strength of one visit. We could decide on what things I would observe and how I'd collect data, where I'd sit, how long I'd stay, and anything else that was important. I found the time spent in the pre-observation conference made the rest of the cycle so much easier.

Many supervisors related similarly positive instances about other phases of the supervisory cycle. There was consensus on the importance of collecting and providing observational data for the teacher and it is interesting to see how rapidly that practice spread. In December, only fifty percent of teachers reported their supervisors collected and provided observational data; by March, seventy-nine percent of teachers indicated their supervisors were now doing this. In addition, it was noted on several occasions that both teachers and supervisors were generally "pleased with the process" when interviewed following post-observation conferences. At times, they even seemed a little surprised that the process had gone so well. Six supervisors reported that in their second and third supervisory cycles they were able to focus more on teachers' concerns because teachers trusted them more and were more prepared to talk to them about 'improvement of instruction."

Finally, the idea of cycles of observation and conference is one that impressed two administrators with responsibility for evaluation of teachers who were either new to staff or in their initial year of teaching. Both administrators had found the experience of conducting formal evaluations in other years an unpleasant duty. This year one administrator completed a formal evaluation of a young teacher only after four classroom visits, several conferences and a long and wide-ranging discussion with the teacher concerned. The other administrator spent a total of twenty hours in consultation with and observation of one teacher - reviewing yearly goals, discussing the teaching assignment, observing a variety of lessons, discussing a preliminary report on the teacher's performance - before writing a summative evaluation.

4. The Evaluation Form. Not all supervisors agreed that the Evaluation Form developed by the District Committee was one they felt comfortable with, but those supervisors who had tried to use it in the evaluation of a teacher felt that it was comprehensive, not too difficult to use (although it was time-consuming) and focused on important indicators of teaching effectiveness. Once again the advantage of the Form cited most often by supervisors was that it was there, it gave them clear guidelines to follow, and it applied to all teachers.

D. LEAST BENEFICIAL COMPONENTS OF THE NEW SUPERVISORY AND EVALUATION SYSTEM AS IDENTIFIED BY SUPERVISORS.

1. Increased Time Required to Implement the School Model. At some stage in the course of the year all supervisors complained about the lack of time available for most effective implementation of their school models. For many supervisors, supervision and evaluation of teachers was seen as an additional administrative responsibility that could easily use up more than the time currently allotted for all their other administrative responsibilities. Table 14 shows how administrators rated their five most important administrative tasks for the year, and also what percentage of administrative

time they estimated they would be able to devote to those tasks. While a majority of nine supervisors rated supervision of instruction as their most important task they estimated, on the average, they would be able to spend only 10.5% of their available administrative time attending to that task. This information was collected in December, 1983. Table 15, a compilation of data collected in February, 1984, shows how administrators reported actually spending their administrative time. Some of the figures may represent a distortion of reality, but the range is reported here because in several instances the averages did not give a true picture of the excessive amounts of time some administrators were spending on school-related activities. In several cases the figures were substantiated through personal observations.

Before this survey was conducted the Researcher interviewed and observed three administrators (one Principal, two Assistant Principals) intensively over a period of two weeks in an effort to determine how they were spending their administrative time. The Principal averaged approximately seventy-six hours per week in the school or engaged in school-related activities such as meetings with parents or students, meetings involving the school board or community groups, sporting events and concerts for those two weeks. After the survey was conducted, the same principal kept a record of his use of time for the month of March and found that he averaged about seventy-seven hours per week. The first Assistant Principal averaged sixty-one hours per week and the second Assistant Principal almost fifty-eight hours per week for the two weeks during which they were observed fairly closely.

TABLE 14

ADMINISTRATORS' RATINGS OF FIVE MOST IMPORTANT ADMINISTRATIVE TASKS AND THEIR AVERAGE ESTIMATION OF TIME DEVOTED TO EACH TASK. DECEMBER, 1983. (N=13).

| Task. | Rank Order of Importance | | | | | Average % of Time Devoted to Each Task |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| Supervision of Instruction | 9 | 1 | 0 | 1 | 0 | 10.5% |
| Public Relations | 0 | 1 | 0 | 0 | 3 | 17.0% |
| General Management Tasks | 1 | 2 | 4 | 2 | 3 | 20.0% |
| Staff/Student Relationships | 1 | 0 | 3 | 4 | 2 | 10.0% |
| Program | 1 | 3 | 3 | 1 | 1 | 18.0% |
| Administration of students | 0 | 3 | 2 | 3 | 2 | 14.0% |
| Administration of Staff | 1 | 3 | 1 | 2 | 2 | 10.5% |

Table 14 reveals that almost halfway through the year administrators were not very hopeful that they would be able to give up a lot of time for supervision and evaluation of teachers. In December, when it was apparent that implementation was moving ahead much more quickly in two of the five schools a question asked often by administrators was, "How can I be expected to do all this and supervision, too?" The survey may have been one means through which administrators could express their frustration. By February, as Table 15 indicates, more supervision was being done and all school models were being implemented. Items 4(h) and 7(a) show an average of nearly six hours was being devoted to all phases of supervision and evaluation by a total of sixteen administrators who were nevertheless, still attending to all their other administrative responsibilities as well.

TABLE 15

ADMINISTRATORS' USE OF TIME, FEBRUARY, 1984. (N-16)

| Activities | | Average | Range |
|---|---|---|---|
| 1. | a) Total hrs. per week spent in the school. | 47.5 | 38 - 70 |
| | b) Total hrs. per week spent outside of school on school related matter. | 7.06 | 5 - 20 |
| 2. | a) Actual teaching time. | 6.70 | 0 - 15 |
| | b) Preparation & planning for teaching. | 7.84 | 0 - 16 |
| 3. | a) Attendance. | 4.57 | 0 - 10 |
| | b) Discipline of students. | 4.4 | 2 - 15 |
| | c) Supervision of students. | 3.54 | 1 - 10 |
| | d) Lockers. | 0.34 | 0 - 2 |
| | e) Students' council. | 1.17 | 0 - 5 |
| | f) Students' committees. | 0.60 | 0 - 5 |
| | g) Extra-curricular activities. | 3.70 | 0 - 10 |
| | h) Other student-related responsibilities. | 1.26 | 0 - 5 |
| 4. | a) Admin. meetings - formal. | 1.71 | 1 - 4 |
| | " " - informal. | 2.25 | 1 - 6 |
| | b) School, Board Office liaison. | 1.37 | 0 - 5 |
| | c) In-school communications. | 1.88 | 0 - 5 |
| | d) Timetable. | 3.1 | 0 - 10 |
| | e) Registration. | 1.5 | 0 - 20 |
| | f) Programming. | 0.89 | 1 - 3 |
| | g) Report cards | 0.65 | 0 - 1.3 |
| | h) Formal & informal support for teachers. | 4.73 | 1 - 10 |
| | i) Staff councils and committees. | 1.67 | 1 - 3 |
| | j) Curriculum committees. | 0.48 | 0 - 2 |
| 5. | a) Fund raising. | 0.90 | 0 - 5 |
| | b) Lost and found. | 0.03 | 0 - .05 |
| | c) Bookstore. | 0.31 | 0 - 3 |
| | d) Photographs. | 0.01 | 0 - 1 |
| | e) Ticket sales. | 0.06 | 0 - 1 |
| | f) Other. | 0.31 | 0 - 3 |
| 6. | a) Meetings with parents. | 1.65 | 0 - 4 |
| | b) School community liaison. | 0.64 | 0 - 2 |
| | c) Other. | 0.18 | 0 - 3 |
| 7. | Any other categories: | | |
| | a) Supervision of Instuction. | 1.18 | 0 - 8 |
| | b) Budgets. | 0.12 | 0 - 2 |
| | c) Coaching. | 1.25 | 0 - 20 |
| | d) Gate supervision. | 0.12 | 0 - 2 |
| | e) Athletic meetings. | 0.12 | 0 - 2 |
| | f) Admin. surveys. | 0.62 | 0 - 20 |
| | g) Bus driving & maintenance. | 0.12 | 0 - 2 |
| | h) Counselling students. | 0.31 | 0 - 5 |
| | i) Planning & evaluation of overall program. | 0.25 | 0 - 4 |
| | j) Admin. form filling, mail, etc. | 0.15 | 0 - 2.5 |
| | k) Supervision of support staff. | 0.31 | 0 - 5 |

In practice, supervisors tended to work in short bursts, scheduling several conferences and observations in those weeks when other tasks were less demanding. One supervisor managed only one cycle of supervision in January, but ten in February. Another supervisor in School C was able to arrange fifteen cycles of supervision from mid-November to mid-December.

2. Lack of Experience and Training for Supervisors and Teachers. As reported in answer to other sections of this question, supervisors generally felt capable of implementing their own staff models of supervision and they were reluctant to criticize the models per se, but they were less reticent when challenging some of the underlying assumptions of their models. The general failure of the implementation process to generate inservice and staff development activities they considered essential was something that seemed to concern a lot of supervisors.

Within this section the data offer a number of apparent contradictions. For example, when questioned in November, nine supervisors were confident they had the necessary skills to conduct supervision and evaluation of teachers. In April, that figure was unchanged. Similarly, twelve supervisors surveyed in November described their experience with supervision and evaluation of teachers as limited. In April, thirteen supervisors indicated they had limited knowledge of and experience with techniques of supervision and evaluation of teachers. It is possible that as supervisors became more involved in the supervisory and evaluation practices in their schools there was a corresponding increase in their awareness of the professional responsibility associated with such tasks, their complexity, and the extent to which they influence other aspects of school life; hence, the reluctance of supervisors to overestimate their skills and knowledge. At the same time, they recognized they were expected to conduct supervision and evaluation of teachers; a fact that may have encouraged many of them to say they could do it. In November all supervisors were requesting inservice training in techniques of supervision and evaluation of teachers. In April, there were

still twelve supervisors requesting additional training. Supervisors seemed to be saying they could perform the task if they had to but they would prefer more training and more direct assistance from the district office level.

Three principals stated that without additional ongoing inservice training for supervisors and teachers they feared the implementation would founder. Yet, as Table 12 shows, supervision and evaluation of teachers was not considered important enough to be a major topic on any one of the agendae of any of the five secondary schools' Professional Development Days in March, and direct observation over time revealed that few administrators actively pursued skill and knowledge development in the area of supervision and evaluation of teachers to any depth at any stage during the year. Only five supervisors sought additional technical help with skills of data collection and conferencing. One attended a workshop on teaching effectiveness. Only the five principals attended a six-day workshop on Teacher-Perceiver.

Apart from the obvious conclusions that can be drawn with respect to "loose-coupling" (Weick, 1976; Gall, Haisley, Baker & Perez, 1982) there is a larger point to be made here. Under usual cirucumstances these supervisors would have a large say in the inservice and staff development activities in their schools, yet this year they did not insist on inservice training in the one area they identified as being more important than any other for both supervisors and teachers.

Why not? A conclusion derived from dozens of interviews and informal conversations is that they were waiting for leadership from the district level to lend direction and authority to the implementation and to complement the work they were beginning in their own schools. This policy was seen as being district-wide; not just confined to a particular school. Its implementation was seen as having ramifications that went beyond individual schools. Moreover, few supervisors were confident in their ability to direct

staff inservice on this topic and they appeared to want district office personnel to be more actively engaged in monitoring the implementation, especially with respect to teacher evaluation. Individually, several administrators let it be known that they thought district office personnel should assume a more important role in determining ongoing inservice for school-based administrators. One group of three administrators proposed, informally, that such activities should be a regular monthly occurrence for all supervisors. Preliminary responses at the district office level suggest this problem will receive much greater attention in future. A small committee of administrators was appointed to look into concerns raised by their colleagues in the first year of implementation.

1. Evaluation of Teachers by School-Based Supervisors Only. Most supervisors believed they possess the skills to conduct evaluations of teachers, according to a survey completed in April, 1984. However, fourteen out of sixteen administrators said they thought teacher evaluations should be done by school administrators working together with key district office personnel. In November, before implementation had begun, only four administrators thought district office personnel should be involved in teacher evaluations. That change in attitude was noted in the comments of a junior high school principal.

> At first I thought I could stay out of regular supervision of teachers and concentrate only on evaluation. Then I began making classroom observations using a data collection instrument that focused on student at-task behavior and some of the routines and classroom management techniques that teachers had. Through the process of cycles of instructional supervision I found I was able to get close to my teachers and help them in a number of ways. They trust me. I don't want to jeopardize the productive relationships that have developed by going back to those teachers at some stage and saying, "Okay, now I'm going to evaluate you."

Of the sixteen supervisors surveyed in April, five also suggested a team approach might be an equally effective way of doing teacher

evaluation because it would provide the teacher with opinions from several different sources and help minimize things like personality conflicts that could arise if one person were wholly responsible for evaluation. They believed evaluation teams could be made up of some district office personnel, school-based administrators and, in certain cases, teachers.

## RESEARCH QUESTION FOUR

> What adaptations of the models of supervision and evaluation occur when they are implemented in the field?

During the 1982-83 school year, Lethbridge School District No.51 prepared policies of teacher supervision and evaluation (Appendix A) that provided for development of individual models of teacher supervision and evaluation at the school level. In effect, there were five district models of teacher supervision and evaluation being implemented in the secondary schools of the system during the 1983-84 school year. Most of the models has a number of characteristics in common (Appendix G). All were developed by committees of teachers and administrators in each school. All emphasized the district philosophy of improvement of instruction and professional growth. All were submitted to the District Office for approval early in the year.

Yet, in this very step of operationalizing policy statements into working models, difficulties arose. Several teachers reported they were not consulted to the extent they would have preferred while their staff models were being developed. Other teachers observed that their staff models were the work of a few influential teachers and administrators who imposed their ideas upon the rest of the staff. Many teachers noted they did not know enough about different processes of supervision and evaluation to be able to make an informed choice so they allowed themselves to be influenced by other more knowledgeable members of staff. These teacher comments may be supported by survey data showing that while eighty-four percent of teachers surveyed in October, 1983 thought the new district

policy was a good one, only forty-three percent of those teachers expressed a preference for a particular style or model of teacher supervision, and only six percent stated a specific preference for the model developed in their own school. Forty percent of teachers surveyed stated they had no preference for a particular style or model of supervision.

Another major difficulty arose in the definition and interpretation of the term "supervision." Earliest interviews and observations revealed a prevailing belief that "supervision" implied classroom visits by supervisors for purposes of observing instruction and collecting information about that instruction. One staff model, however, was developed on the assumption that supervision "may, but need not necessarily include classroom visits by supervisors." In practice, that particular staff model offered teachers the opportunity to choose or decline to have any supervisor make classroom visits except during a formal evaluation for administrative purposes.

Once active implementation of models began the first adaptations occurred almost immediately, when schedules of supervisory meetings and visits had to be adjusted to reflect extra administrative time supervision demanded. In four schools, active supervision stopped within a few weeks of its inception as administrators sought to re-arrange their time schedules and their administrative duties to accommodate the extra demands of supervision. For example, one supervisor who managed six supervisory visits in November did not get back into another classroom until February. Teachers who had planned exchanges of classroom visits as part of collegial supervision experienced difficulty getting those activities in motion if they required the cooperation of administrators. In School C, supervisors managed to complete less than half of the visits they had planned for the first semester. During this period supervisors were better able to arrange meetings with teachers to discuss instruction than they were able to arrange visits to observe instruction. Informal meetings were substituted frequently for formal classroom visits.

The first major casualty of most staff models was the informal visit. Several administrators did not even begin to implement this component of their model, even though a majority of supervisors considered it to

be an important part of their staff models in their initial interviews. Those who did try to incorporate informal visits into the supervisory process found that they were not encouraged by a large number of teachers; nor were informal visits something that brought supervisors a great deal of satisfaction. In School C, three supervisors had planned to conduct one informal and one formal visit each semester for each of twenty-five teachers for whom they had administrative responsibility. By the end of November it was apparent to all three supervisors that they would have difficulty making even one classroom visit to all their teachers. At that point, two of the supervisors moved directly to the component of their model that featured a variation of clinical supervision and managed to complete their schedule of visits. The move away from informal visits was well-received by the great majority of teachers. In School A, one supervisor perceived he was having little positive effect by continuing with his rounds of informal visits. He called a meeting of the fourteen teachers for whom he had direct administrative responsibility and gave them a short presentation on the new approach he would be following henceforth. Only two teachers had any questions about his decision. Most of the fourteen teachers acknowledged their acceptance of his decision.

Survey data provides supporting evidence of the shift away from informal visits by supervisors. As early as December, teachers reported that supervisors collected and provided observational data during classroom visits in more than eighty percent of cases and most of the direct supervision occurring at that time was fairly formal and structured. Forty-three out of ninety-eight teachers surveyed described as "formal" the process of supervision in which they had participated.

A second major adaptation of the models of supervision and evaluation as they were implemented in each school centred around the question of who was doing the supervision. In initial interviews teachers and administrators indicated that most of the supervision conducted in the years prior to the 1983-84 school year had been done by school principals. The new staff models appeared to spread that responsibility equally between principals, assistant principals, department heads and colleagues but, as Table 16 shows, as the implementation progressed assistant principals assumed an

ever-increasing share of the responsibility for supervision of teachers.

TABLE 16

DISTRIBUTION OF RESPONSIBILITY FOR SUPERVISION OF TEACHERS, REPORTED BY TEACHERS.

| SUPERVISOR | TOTAL NUMBER OF SUPERVISORY VISITS REPORTED | | |
|---|---|---|---|
| | December, 1983 | March, 1984 | May, 1984 |
| Assistant Principal | 42 | 51 | 104 |
| Principal | 11 | 24 | 50 |
| Department Head | 8 | 17 | 38 |
| Colleague | 6 | 6 | 24 |
| District Office Personnel | 3 | 3 | 6 |
| Other | 1 | 13 | 18 |
| Total Number of Visits | 71 | 114 | 240 |
| Number of Teachers Surveyed | 98 | 107 | 101 |

NOTE: 1) Totals in this table reflect the fact that several teachers surveyed had not been supervised at all while others may have been supervised as many as five times.

2) "Other" referred to student-teachers, University supervisors, and the Researcher.

These data in Table 16 also reveal the limited involvement of district office personnel in supervision of teachers at the secondary level.

Adaptation of the evaluation component of school models began early in the year and continued for the duration of the research project. Based on interview data compiled in October and November there were six supervisors who had scheduled a number of teacher evaluations to be conducted during the 1981-84 school year in accordance with the school model. Many of these supervisors had planned to use the district Teacher Evaluation Form (Appendix H) developed by the Teacher Supervision and Evaluation Committee in December. Out of a total of forty-five planned teacher evaluations in four schools, only twelve formal evaluations were recorded as completed by May 4th, 1984.

One supervisor who had planned to conduct five formal evaluations of teachers, and had notified those teachers at the beginning of the year, realized in March he would be unable to complete more than two evaluations. Accordingly, he informed the remaining three teachers he would be re-scheduling their evaluations for next year.

Several administrators reported they were less willing to take full responsibility for evaluation of teachers once they had become engaged in the supervisory process. They felt that the good relationships they were developing with their teachers, the increasing levels of trust and confidence, and the positive staff development that accompanied regular supervision might be jeopardized if the same supervisors had to be solely responsible for teacher evaluation. As noted in answer to Research Question Three, ten supervisors surveyed in April suggested there should be greater involvement of district office personnel in teacher evaluation and five of those supervisors recommended a team approach to evaluation as one way of avoiding the anticipated clash between "supervision for professional growth" and "evaluation for administrative purposes."

Table 16 presents evidence of the low incidence of collegial supervision in the first year of implementation. All staff models anticipated collegial supervision would occur much more frequently. In two schools it was expected to be the most widely used form of supervision yet it is reported to have occurred only twenty-four times in all schools throughout the year.

## RESEARCH QUESTION FIVE

> Are teachers more satisfied with some supervisory styles than with other supervisory styles?

In response to an initial survey conducted in October, twelve supervisors indicated their experience with supervision and evaluation of

teachers was limited, while two supervisors reported they had no experience with this activity. Five of the supervisors with limited experience had more extensive experience in the supervision of student teachers. In the initial survey six supervisors expressed a preference for a supervisory style most suitable to the clinical supervision model, while six others said they preferred an "informal, collegial, non-threatening style." All supervisors attended one or more of the four half-day workshops on the subject of supervision and evaluation in which the overriding emphasis was on techniques of clinical supervision (even though the term "clinical supervision" was not used because it seemed to have negative connotations for many supervisors and teachers in the Lethbridge system). Most of the supervisors observed in conferences with teachers were seen to be practicing some of the techniques typically associated with clinical supervision, although there were obvious differences among supervisors in the ways in which they made their observations and conducted their conferences.

Table 17 shows the kind of supervision most teachers reported they had received throughout the year.

TABLE 17

THE PROCESS OF SUPERVISION AS REPORTED BY TEACHERS MAY, 1984

| DESCRIPTION | TOTAL NO. REPORTED |
|---|---|
| 1. A cycle, with a pre-observation conference, classroom observations, and a post-observation conference with a supervisor. | 103 |
| 2. Informal classroom visit by supervisor of colleague. | 41 |
| 3. Classroom observations followed by a conference with a supervisor. | 44 |
| 4. Conference only with a supervisor. | 27 |
| 5. Collegial supervision with classroom visits. | 21 |
| 6. Formal or informal meetings with supervisor or colleague. | 33 |

NOTE: In some of these descriptions there was no distinction made between colleague and department head.

The most widely used model of supervision was an approximation of the clinical supervision model. There is some evidence of teachers' acceptance and approval of this process, in that seventy-nine out of eighty-eight teachers who responded to the question "Are you satisfied with the kind of supervision you have received this year?" indicated they were satisfied.

Figure 5 provides an indication of teachers' preferences with respect to supervisory style. Those items rated most highly by the greatest number of teachers, especially in April, near the end of the first year of implementation of the new policy, show teachers' preference for a supervisor who:-

a) meets with them before and after classroom observations,

b) structures supervision to be responsive to teachers' needs and concerns,

c) fosters a relationship that is cooperative and collegial rather than a superordinate-subordinate one,

d) possesses a variety of supervisory skills.

In interviews and conversations, teachers tended to rate their supervisors highest according to skill, trustworthiness, and helpfulness. Teachers were least appreciative of those administrators who seemed to be engaging in supervision more because it was an administrative requirement rather than an opportunity to provide assistance in the professional growth of teachers.

The following observations and comments provide some specific examples of the range of teachers reactions to different supervisory styles:-

A. Supervisor 2 in School C was observed several times in conferences with teachers. His conferences were characterized by the large number of probing questions he asked and by the "sharing" that occurred during most of the observations. Example: the supervisor and teacher always sat side-by-side; both always had a copy of the supervisors's record of classroom observations; discussion and planning always centred around the data; and there was a balance

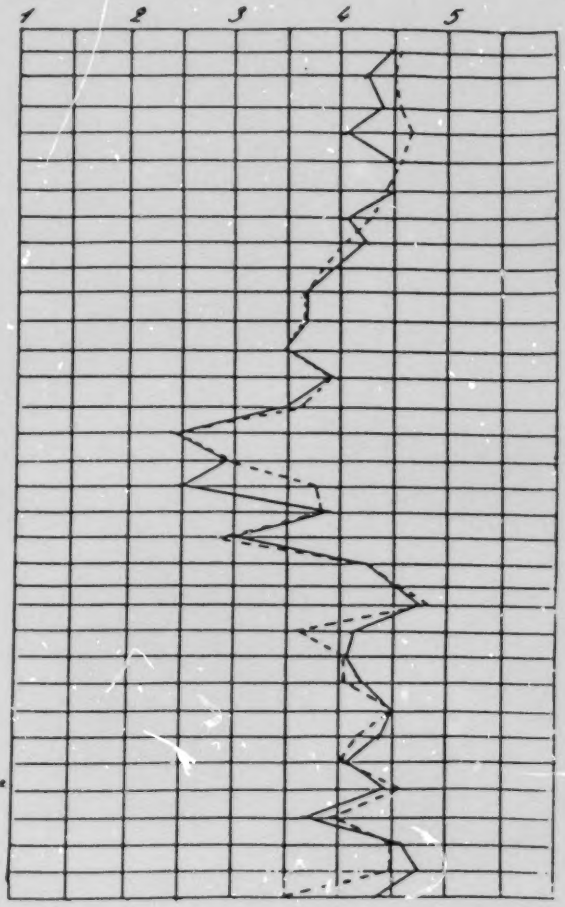
FIGURE 5

TEACHERS' PERCEPTIONS

OF IDEAL SUPERVISORY STYLE

*ideal*

1. Never 2. Seldom 3. Sometimes 4. Usually 5. Often




PRIOR TO FORMAL OBSERVATION

1. Supervisor meets with teacher.
2. Supervisor finds out about T's objectives.
3. S. finds out what T expects students to be doing.
4. S finds out about T's problems and/or concerns.
5. S involves T in deciding the focus of observations.
6. S helps T translate concerns into specific tchng behaviors.
7. S suggests a variety of observational techniques.
8. S suggests data-gathering methods T can use alone.

DURING THE FORMAL OBSERVATION

9. S makes verbatim notes of classroom interactions.
10. S writes down T's questions.
11. S writes down student responses.
12. S records student at-task behavior.
13. S charts pattern and amount of student responses.
14. S makes audiotape recordings.
15. S charts physical movements of T and/or students.
16. S makes videotape recordings.
17. S observes a specific child.
18. S records subjective feelings about the lesson.
19. S stays for at least 30 minutes.

AFTER A FORMAL OBSERVATION

20. S meets with T each time.
21. S provides T with direct advice for improvement.
22. S provides opinions regarding T's teaching.
23. S relates T's perceptions to the collected data.
24. S encourages T to analyze the collected data.
25. S asks T clarifying and probing questions.
26. S encourages T to consider alternative strategies.
27. S is willing to modify personal objectives for the conference.
28. S listens more than talks.
29. S acknowledges T's comments and opinions.
30. S gives praise and encouragement for specific growth.
31. S recommends additional resources.

TEACHERS

SURVEY ONE, October 14/83 : N = 104
SURVEY TWO, April 19/84 : N = 101

between the amount of time the supervisor talked and the amount of time the teacher talked during the conference. Of twelve teachers interviewed following their first cycle of supervision with Supervisor 2, all twelve agreed the process was "helpful and worthwhile."

B. In School A, after a series of visits and conferences by a supervisor whose style could be described as "less rather than more direct," ten teachers made the following comments:-

TEACHER 1: I wasn't sure at first, but now we've been through this process together I really want to get it going in the school. I feel good about it....

TEACHER 2: That's the first time since student teaching that I've really had to concentrate so hard on everything I was doing. I found myself thinking about several things I hadn't been doing for years. That's the first time I can remember walking up the centre aisle and checking the work in that row.... I was watching my grammar and my directions....

TEACHER 3: Excellent!

TEACHER 4: We should be doing this for each other all the time. It really helps. I want other teachers in my classroom.

TEACHER 5: I like this kind of supervision. I like the focus on individual students.

TEACHER 6: This is okay. I say to all my administrators they can come in any time. I still don't really understand the difference between supervision and evaluation but I can see how this can help a teacher.

TEACHER 7: If I'd have know sooner that this is what supervision is all about I'd have felt a lot better about it....

TEACHER 8: I don't understand the process. It seems to me there's nothing in here for the classroom teacher.

TEACHER 9: I don't mind having anyone in my room. Come in anytime.

TEACHER 10: This is good information. It helps me see if I'm achieving my objectives.

C. In School B, the three supervisors were seen to have distinctly different styles of presentation in their post-observation conferences.

*Supervisor 1 exhibited more direct behaviors, often passing on opinions and judgments about the classroom interactions he had observed. Supervisor 2 was particularly skillful in encouraging teachers to discuss the observational data and avoiding giving personal opinions. Supervisor 3 was relatively inexperienced, and not very confident initially, but he tended to be less rather than more direct in his supervisory style. Yet all three supervisors were rated highly by the great majority of teachers in their school. The teachers supported their supervisors because their supervisors were seen as being "close to the staff" and "interested in their teachers' concerns." Another factor may have been the process all three supervisors followed in conducting instructional supervision. They always met with their teachers before and after classroom observations and they always provided their teachers with copies of the observational data they collected.*

D. *Most Lethbridge teachers did not approve of supervisors who came to classrooms unannounced, who did not stay very long, who did not provide teachers with a copy of their classroom observations and who made judgments about a teacher's teaching based on inadequate evidence. The following comments were recorded after teachers had been visited by supervisors whose style was not to their liking:-*

- *He just dropped in. I suppose I behaved strangely because he was there. I know the students didn't behave the way they usually do.*
- *I didn't have a clue what he was looking for....*
- *He completely disrupted the class by walking in like that.*
- *He hasn't said a thing to me and it's three days since he was in my classroom.*
- *He gave me a written report on his brief visit to my Science class. Most of it is very positive but the things he criticized are so picky....*
- *He was only in my room for about twenty minutes. What can he see in one twenty minute visit in the whole semester?*

- *After the class he patted me on the shoulder and told me what a nice class it was. It's okay to hear words of praise but I don't feel that sort of supervision really helps very much.*
- *I want him to come in at the start of class and stay for the whole period.*
- *I'm certain he didn't know what I was trying to do with my students.*

*A small minority of teachers wanted only informal supervision, unless it was for purposes of formal evaluation. They preferred informal visits and discussions with their supervisors but did not acknowledge any need to engage in regular supervision for improvement of instruction. In every school there were some teachers who viewed regular supervision by administrators either as an unnecessary intrusion, an infringement upon their professional autonomy, or a waste of time.*

## *RESEARCH QUESTION SIX*

> *What aspects of the implementation of the models for evaluating teaching and supervising instruction that may have application for other school systems can be documented as a result of this study?*

*The literature review indicates that success of an implementation may depend on the extent to which appropriate activities and procedures are developed under each of the following categories:-*

1) *Planning and development.*
2) *Acceptance.*
3) *Involvement of teachers.*
4) *Training.*
5) *Leadership.*
6) *Utilization of available resources.*
7) *Time.*
8) *Active monitoring.*
9) *Clarity of purposes.*
10) *Variety and flexibility.*

*The responses to this question were prepared to show the various ways in which implementation in the Lethbridge system attended to each of these areas of concern.*

1. *PLANNING AND DEVELOPMENT:* In January, 1984 the group of teachers and administrators comprising the district committee charged with the responsibility for developing teacher supervision and evaluation estimated they had been engaged on the task for almost two years. In that time they had drafted policy statements (Appendix A) that had been reviewed and approved by staff groups in all schools before being approved by the District Administrative Council and the School Board. In addition, members of the Committee had participated in inservice activities in all schools in an effort to provide all teachers with relevant information about the new policies and their anticipated impact on the work-life of teachers and administrators. During the 1983-84 school year the Committee met four times. It produced the Teacher Evaluation Form and is currently working on aspects of the evaluation policy designed for those teachers who require a program of assistance. District office responsibility for the activities of the Teacher Supervision and Evaluation Committee has been shared by the Director of Personnel and the Assistant Director of Personnel.

2. *ACCEPTANCE:* Under the new district policies, each school was expected to develop its own distinctive model of teacher supervision and evaluation (Appendix G). One indication of the extent to which acceptance has been achieved at the school level was revealed in a survey of one hundred teachers in April,1984 showing a large majority was in favor of regular supervision, although a number of those teachers had varying interpretations of the terms regular supervision. For some it meant "clinical supervision" while for others it meant "informal administrative monitoring." In addition, a number of teachers responded negatively to key questions on the survey and a similar number of teachers declined to answer several questions, perhaps indicating a lack of acceptance of parts of the model, or the process, by a fair number of teachers. It is of interest to record that out of one hundred and four teachers surveyed in October, 1983 twenty-two provided no response to the question about how often teachers should be evaluated, while in April, 1984 twenty-three teachers either stated teachers should not be evaluated or declined to respond to question 2 on Table 18, and twenty-two teachers (a fairly consistent number) felt their school

administrators were not sufficiently knowledgeable and skillful to conduct evaluation of teachers.

These data may also suggest a greater level of teacher acceptance for those activities associated with "supervision" and lesser acceptance of the process of "teacher evaluation."

TABLE 18

ACCEPTANCE BY TEACHERS OF KEY COMPONENTS OF MODELS OF TEACHER SUPERVISION AND EVALUATION, APRIL, 1984.

| QUESTIONS | TEACHER RESPONSES | | |
|---|---|---|---|
| | YES | NO | |
| 1. Should teachers be supervised regularly? | 84 | 14 | (No response - 2) |
| 2. Should teachers be evaluated? | | | |
| - every two years? | 21 | - | |
| - every three years? | 22 | - | |
| - every four years? | 33 | - | |
| - not at all? | 11 | - | (No response - 12) |
| 3. Are your school administrators sufficiently knowledgeable & skillful to conduct supervision of instruction? | 77 | 11 | (No response - 12) |
| 4. Are your school administrators sufficiently knowledgeable & skillful to conduct evaluation of teachers? | 60 | 22 | (No response - 15) |

INVOLVEMENT OF TEACHERS: The District Teacher Supervision and Evaluation Committee was made up of four teacher representatives, two school-based administrators and two district office personnel. As policy was being developed school staffs and individual teachers were invited to make suggestions for changes and there is some evidence

*that additional teacher input from the district at large influenced final policy statements. However, most teachers report they did not take an active role in the development of the district policies.*

*In the development of school models, all teachers were expected to participate yet, as noted in answer to Research Question 4, the level of informed participation of teachers may not have reached that of a majority of the professional staff in each school. All teachers did take part in one professional development day in the latter part of the 1982-83 school year, and all staff models were reviewed at staff meetings and by staff committees in each school before being submitted to the district office for approval. Still, it is possible that an essential component of readiness, that of sufficient information on which teachers could base a sound professional decision, was missing from the process in some schools.*

*Such was not the case with respect to members of the Committee. They had familiarized themselves with recent developments in the area of teacher supervision and evaluation and recent research findings relative to teaching effectiveness. Moreover, as demonstrated by their development of Criteria of Teaching Effectiveness (Appendix I) and the Teacher Evaluation Form (Appendix H) they expressed a great deal of satisfaction with the way in which <u>their</u> policy had been developed, and they demonstrated that sense of ownership most forcefully when they were first informed, in October, of the existence of this research project.*

*One teacher asked, "Why is the provincial Department of Education so interested in the Lethbridge policy?" When informed that what happened in Lethbridge might provide direction for other jurisdictions a second teacher interjected,*

> *"You couldn't take <u>our</u> policy and just shove it down the throat of another school jurisdiction. We've worked at this for a long time. What works here may not work in another part of the province."*

At that point, the first teacher expressed concern that the research project was a way for the provincial government to "take away our policy."

One of the school administrators observed that if other jurisdictions were not prepared to put in the same kind of time and effort that the Lethbridge Committee had in developing their policy they may not be able to implement it successfully because their staffs might not accept it.

4. TRAINING: It has been suggested that a modest skill training program for teachers might take about thirty hours (Borg, Kelley, Langer, and Gall, 1970). Training for supervisors in the Lethbridge School District for the whole of 1983-84 amounted to a total of four half-day (3 hour) workshops, introductory in nature, all of which were not attended by all supervisors. Five teachers from each school were permitted to attend each workshop. Some supervisors requested and received some additional coaching in data collection and conferencing skills. Three administrators and seven teachers reported they were taking university courses for which they wrote papers or did projects based on supervision and evaluation of teaching. Data show that only one school used its Professional Development Day in March for activities that related even marginally to the subject of teacher supervision and evaluation. Two staffs were observed to devote additional time at staff meetings and faculty council meetings on a regular basis, to discuss problems associated with implementation of the new policy. In two other schools, administrators presented seminars or workshops on the subject of teacher supervision.

No direct involvement of district office personnel was noted in the provision of training to teachers or administrators on the subject of teacher supervision and evaluation. A six-day workshop on the use of an administrative instrument known as Teacher-Perceiver was presented to the principals of the school system by an external consultant.

In short, there was a modicum of training to accompany the

implementation and a paucity of staff development activities generated by the implementation process.

5. LEADERSHIP: Implementation of the new policies of teacher supervision and evaluation was rated as the number one educational priority for the year by the district Superintendent, the Director of Personnel, the Assistant Director of Personnel, all five Principals and several Assistant Principals. School-based administrators, principals in particlar were seen as having major responsibility for the implementation. This is consistent with the overall administrative structure and functioning of the Lethbridge School District in which school principals are largely responsible for the operation of their schools and district office personnel, serving in a professional support role, are responsive to requests for assistance.

In practice, the presence of district office personnel in the secondary schools was not a common occurrence. Individual secondary teachers, especially high school teachers, reported they don't often ask for assistance from anyone in the district office. Several teachers noted if they wanted to talk to people in the district office they would go in to see them. A survey of thirty secondary teachers revealed that twenty-one teachers were unsure about the duties and responsibilities of some of the senior district office staff. Twelve teachers rated relationships between their school and district office personnel as either good, very good, or excellent, while eleven teachers rated those relationships as distant, weak or poor.

Contact between school administrators and district office personnel increased marginally during the year when the District Administrative Council decided its membership (the Superintendent and three district office directors) should be responsible for establishing closer contacts between the district office and the schools. Accordingly, each member was assigned a group of schools with the expectation that a certain number of visits would be made to each school, some staff meetings would be attended, and time would be spent in informal meetings with teachers and administrators.

All school-based administrators acknowledged their leadership role in the implementation of the new policy. At the beginning of the year, all supervisors were of the opinion that supervision of teachers should be handled at the school level and only four supervisors suggested that district office personnel should play any part in evaluation of teachers. In April, near the end of the first year of implementation, the sixteen supervisors were still agreed that supervision of teachers should be handled at the school level, but fourteen supervisors now saw a need to involve district office personnel in the evaluation of teachers.

During the year, principals expressed the hope that district office personnel would take a more active leadership role in this implementation because a) it was a system-wide implementation, b) most supervisors had only limited skills, c) the implementation was causing a re-organization of administrative time in all schools and d) they felt the need for additional strong professional and administrative support as they adjusted from an emphasis on managerial tasks to more of an educational leadership role. As one senior school administrator said, "Who provides necessary support and help on a regular basis for the supervisors?" The literature review suggests this is a valuable component in assuring the success of an implementation.

In schools, the staff model appeared to dictate the degree of direct leadership required of school administrators, yet some principals seemed to have great difficulty in translating their stated educational priorities into clearly-defined goals, and some supervisors were unable, at times, to transfer their stated intentions into observable practice.

For example, one supervisor stated his rounds of supervision would begin in the first week of December. They did not. In a later interview he said he would supervise five teachers in January. He did not. In February, when he had yet to make his first rounds of supervision, he marked March 15th as the date on which his formal supervision of teachers would begin. In April he reported he had visited four teachers.

In other instances principals who acknowledged that implementation of the teacher supervision and evaluation policy was their number one priority found, either through choice or circumstances, they were spending greater amounts of administrative time on tasks such as an exploration of school-community relationships, or student report cards, school effectiveness research, or student discipline than on supervision and evaluation.

In certain cases, individual teachers or groups of teachers seemed to exercise a leadership role in the implementation of new policies. Department Heads who became involved in exchanges of classroom visits, or provided release time for teachers to observe each other, clearly eased the load for their school administrators. Experienced teachers who volunteered to be evaluated this year because they knew they could help their administrators gain experience and overcome their apprehensions helped move the implementation along. Teachers who took the trouble to let their supervisors know that the supervisory process was beneficial alos aidnd the progress of implementation.

6. UTILIZATION OF AVAILABLE RESOURCES: This implementation was supposed to include every teacher and administrator in the school system. Table 19 shows the results of a survey conducted by the school system in May indicating that almost one hundred percent of teachers reported they had been supervised during the 1983-84 school year.

TABLE 19

EXTENT OF THE IMPLEMENTATION.
TEACHERS SUPERVISED DURING THE 1983-84 SCHOOL YEAR. MAY 1984.

| | TEACHERS REPORTING | TEACHERS SUPERVISED |
|---|---|---|
| SCHOOL A | 52 | 50 |
| SCHOOL B | 26 | 26 |
| SCHOOL C | 35 | 26 |
| SCHOOL D | 30 | 27 |
| SCHOOL E | 31 | 27 |

These data do not indicate how the supervision was done, nor how effective it was, just as the information in preceding answers about teachers' levels of satisfaction with the supervision they have received has to be balanced against the data presented in Table 18, which give an indication of the extent to which teachers perceived some of the available resources of the system were not being used to full advantage. In this survey, teachers were asked to select one thing that would make the supervisory process more effective for them next year. The choice of exchanges of classroom visits by seventy-five teachers may be an expression of frustration on the part of many teachers who believed that component of their staff models to be one of the most important and least utilized. The reason for the low frequency of exchange visits is closely tied to the amount of administrative time available for all aspects of implementation of the new policy, the amount of preparation time available to teachers, and the amount of additional money available to provide release time for teachers. In the other categories of training, additional visits and additional time identified by teachers in Table 20, the overriding limiting factor appears to be a financial one. Additional time and additional training cost additional sums of money.

Supervisors noted in a survey in April their desire for more training. Throughout the year several supervisors suggested ways of re-organizing activities such as monthly principals' meetings so that part of each day's proceedings could be given over to ongoing training for supervisors.

In response to increasing demands from school administrators (and data generated by the research project) the School Board appointed a group of principals to observe the operations of three schools in another Alberta jurisdiction and report back to the Board on the ways in which those schools made use of their available resources.

TABLE 20

TEACHERS' RATINGS OF COMPONENTS THAT WOULD MAKE THE SUPERVISORY PROCESS MORE EFFECTIVE NEXT YEAR. MAY, 1984. (N=174).

| COMPONENT | NO. OF RESPONSES |
|---|---|
| 1) More training for teachers | 20 |
| 2) More training for supervisors | 17 |
| 3) Exchanges of classroom visits with another teacher | 75 |
| 4) More visits from a supervisor | 24 |
| 5) Fewer visits from a supervisor | 4 |
| 6) Visits from more than one supervisor | 19 |
| 7) Supervision by district office personnel | 6 |
| 8) More time for supervisory conferences | 9 |

7. TIME. It has been suggested in the literature that a successful implementation must occur over time. The position taken by the School Superintendent in an interview in December was that:

> "implementation is progressing slowly, as planned, but it is progressing well. When you consider where this system was just two years ago as far as teacher supervision is concerned - there has been a remarkable shift in attitude in a fairly short period of time."

Data presented in Table 16 show that the number of supervisory visits conducted in the five schools continued to increase as the year progressed and nearly half of those teachers surveyed in May knew when their next supervisory visit would occur, suggesting that a fair number of teachers saw the supervisory process as continuing beyond the initial year. Survey and interview data support the information obtained through direct observations indicating that evaluations of teachers had not been conducted as frequently as administrators expected they would be. Both the School Superintendent and the Director of Personnel felt it would take

"about two years to get the policy in place," and most principals now agree that the real test of the policy will come next year when, according to all school models, approximately one-quarter of all teachers in the system must be evaluated formally.

8. ACTIVE MONITORING: A majority of supervisors have suggested that the research project and the participant-observer role of the Researcher may have accounted for an increase in the actual amount of supervision of teachers that occurred during the year.

In one final interview, an Assistant Principal said "There were times when I just hated to see (the Researcher) coming around because I knew he was going to ask me who I'd been supervising this month and I didn't want to have to say, 'No one.' That kept me going sometimes."

Another supervisor stated his firm conviction that if the Researcher had not been visiting his school so frequently, and asking to see what was being done, there would have been less done.

Some supervisors saw the presence of the Researcher as a negative factor and participation in the research project as an additional burden for both teachers and supervisors who were already pressed for time. A number of teachers specifically stated their opposition to participation in supervisory or evaluation activities that were to be observed by the Researcher. Four supervisors declined to extend any invitations to the Researcher to observe even one observation, or conference, or other formal interaction with a teacher.

Most supervisors were concerned at some time during the year about the lack of contact between district office personnel and schools. There was an expectation on the part of most supervisors that "someone" from the district office would observe some classrooms with supervisors to compare observations and provide suggestions for improvement; or observe a teacher-supervisor conference to see how well it was being done and get an idea of what things were being discussed; but, mainly,

supervisors wanted senior administration to be there more. In their new roles as supervisors and evaluators, school administrators to help them develop skill and confidence in their new duties. They felt that kind of support could best be provided by senior district administrators spending much more time in their schools.

9. CLARITY OF PURPOSES: Early observations of teacher-supervisor conferences and teachers' reactions to initial classroom visits suggest that despite the amount of planning and preparation that went into the development of district policies and staff models many teachers and supervisors were at first confused over distinctions between supervision and evaluation as separate processes. Teachers expected their supervisors "to tell them how they did" and supervisors were often more than ready to oblige with a lot of judgments about "the kind of teacher they were." In all schools the distinction between supervision for purposes of improvement of instruction and evaluation for administrative purposes seemed to have been made by the end of the first year.

In the Lethbridge system teachers have had more time to familiarize themselves with the practical aspects of the process of supervision than that of formal evaluation. The teacher evaluation policy was approved before the start of the 1983-84 school year, but the actual Teacher Evaluation Form was not in use until January, 1984 and the section of the policy dealing with teachers who require a Program of Assistance was still being developed in May. In short a comprehensive, district-wide model of teacher evaluation is being developed as implementation of new policies of teacher supervision and evaluation is in progress.

10. VARIETY AND FLEXIBILITY: The Lethbridge policy provides for a great degree of flexibility in the development of staff models and the process of implementation employed in each school. The variety of staff models indicates the effects of different staff philosophies and differences in teachers' perceptions about the value and importance of supervision and evaluation. No two staff models are the same.

The matter of flexibility was in question in December and January when it was brought to the attention of the Director of Personnel that the activities of the Researcher, seeking to observe classroom

observations by supervisors and teacher-supervisor conferences focusing on the data gathered from classroom visits, were not compatible with the staff model developed in School E. Teachers and supervisors in that school were of the opinion that the district policy on teacher supervision left open the question of whether supervision should include classroom visits. As a result, they developed an interpretation of supervision that "may, but need not necessarily include classroom visits."

One small group of teachers in the system did not agree that there was much flexibility in the district policy. They felt the whole issue of supervision and evaluation of teachers was being imposed by the provincial Department of Education and teachers could either choose the way in which they were to be evaluated in accordance with provincial guidelines or they could accept a system of teacher evaluation developed by others in accordance with provincial guidelines but, either way, they really had little choice. In the final survey eleven of those teachers were of the opinion that teachers should not be evaluated at all.

# CHAPTER FIVE

## DISCUSSION

As stated in Chapter One this research project was undertaken to provide descriptive and evaluative information for the following areas of investigation:-

1) Critical stages in the implementation process.
2) Supervisor behavior and supervisory style.
3) Teacher attitudes, behaviors and perceptions.
4) Adaptations of the supervision and evaluation models.
5) Cycles of supervision and evaluation.
6) Students' perceptions.
7) Guiding principles that may be of use to other school systems in the implementation of policies of teacher supervision and evaluation.

This section of the report is organized around those seven areas of investigation.

### 1. CRITICAL STAGES IN THE IMPLEMENTATION PROCESS:

#### A. Preparatory Activities:

The whole range of preparatory activities that precede the implementation of new policy may be a major determinant of success. The Lethbridge system appears to have placed a high priority on the involvement of school staffs in the development of policy and procedures for teacher supervision and evaluation and to have been successful in gaining teacher approval of their actions. An October survey of one hundred and four teachers showed that eighty-five percent agreed that teachers should be supervised regularly and approximately eighty-four percent rated the new district policy as a good one. It should be noted that this level of acceptance was achieved after more than eighteen months of policy development by a committee made up of teachers and administrators, a steady flow of information to staff meetings, and at least one Professional Development Day in each school devoted to the subject. This was the first critical stage in the implementation, and it seems to have been managed very well.

B. Readiness:

A second critical determinant of successful implementation may be the overall readiness of the system. Lethbridge teachers and administrators accepted that the new policy would take effect at the start of the 1983-84 school year but it is questionable whether they had the knowledge and the training to be sure of successful implementation. Most administrators had only limited skills and low levels of confidence in their ability to provide effective teacher supervision and evaluation. Most teachers had only minimal experience with any processes of regular supervision, while their knowledge of teacher evaluation was limited mainly to personal experiences associated with their receipt of a permanent contract.

C. Training:

The training that was provided throughout the year consisted of four half-day workshops for each school's administrative team and up to five teachers, and some coaching for certain administrators who requested it. The workshops provided information and skill-development in techniques of teacher supervision and evaluation with a pronounced bias toward a clinical supervision approach. The content of the workshops was not perceived as being useful by a number of teachers and supervisors who felt the supervision processes they had developed in their own schools were more effective. Consequently, no one from School E attended the third workshop, and only three schools sent a full number of administrators and teachers to all four sessions.

A limited number of staff development activities specific to the subject of teacher supervision and evaluation were noted in the first year of implementation. Only one other district inservice activity that could be said to be marginally related to teacher supervision and evaluation was sponsored by the jurisdiction, and that was for principals only. The rest of those activities were

most often associated with the regular monthly staff meetings in schools. Prior to and during the first year of implementation were seen as being critical stages for the provision of essential training for all professional staff involved in a major implementation. In the Lethbridge system, such training was judged to be inadequate by most supervisors and a large number of teachers when they were faced with the practical demands of the new policy.

D. Professional Support:

In November, and again in March, a majority of supervisors expressed dissatisfaction with the level of professional support provided by district office personnel. Several supervisors were concerned that no one at the district level had assumed an active leadership role in the implementation of the new policy and no one was actually monitoring the progress of implementation. It was felt that district office personnel were unaware of the real conditions in their schools, and too much of the responsibility for implementation was being left to school-based administrators.

The frustration evidenced by supervisors may be attributable in part to the difficulty most of them experienced in accommodating the additional demands of instructional supervision to their existing administrative duties which Table 15 shows took up excessive amounts of time in certain cases. It may also be attributable to their lack of skill in dealing with difficult supervisory situations. It may be no mere coincidence that at both these times, in December and in early March, most supervisory activities had come to a standstill in all but one of the secondary schools. Moreover, it is interesting to note that despite their stated concerns about the lack of leadership and related problems, supervisors had managed to provide instructional supervision to the great majority of teachers by the end of the first week in May. Still, from the supervisors' point of view, those times when the implementation was not going well could be considered critical stages.

On many occasions, supervisors observed that this implementation was being treated as the Researcher's own responsibility as far as the district was concerned. The responses of supervisors and teachers to the Researcher, negative at times and positive at other times, suggest that many of them, at least occasionally, viewed the Researcher as an active monitor of the progress of implementation. The following excerpts from interview transcripts lend support to this statement:-

> HIGH SCHOOL TEACHER: You wait and see what happens in this school after you've finished your project. It'll be just like O.B.E. (a previous system-wide curriculum implementation). A few people will keep doing it for a while but most of us will go on doing what we've always done and nothing will have changed.
>
> JUNIOR HIGH SUPERVISOR: You've provided a lot of help with your analyses of post-observation conferences. I've been able to concentrate more on questioning strategies after seeing what I was doing the first couple of times.
>
> SENIOR HIGH SUPERVISOR: I'm not sure I'd have been doing as much supervision as I have done if I hadn't known you'd be coming in every couple of weeks to see what I was up to.
>
> SENIOR HIGH SUPERVISOR: You only seem to be looking for one kind of supervision. There's a whole lot of things going on here that we think are important to our supervisory process that won't show up on your surveys and questionnaires.

There were times when it was quite apparent that the implementation was being influenced by the very research project that was set up to study it. It may be true that the Researcher provided professional support for some teachers and supervisors at times, and was both a convenient scapegoat and a negative influence at other times. Also, the existence of the research project was used by some school administrators for their own purposes, as in the case of one principal who nominated those teachers who were to be evaluated during the year as those who would also participate in the research project. In another school, the principal encouraged one of his supervisors to modify his style of supervision by making frequent suggestions that his post-observation conferences should be

observed by the Researcher. These anecdotes and excerpts may show that one critical component of the implementation process is the active monitoring function. Supervisors and teachers do experience frustration and lack of motivation, along with times when they are less able to cope effectively with all the demands of their jobs. At those times, they may require professional support from outside the school.

E. Follow-up:

A final critical stage in this process may be the one that follows the first year of implementation. Most teachers have experienced supervision according to their staff models. A few teachers have been through an evaluation process. Most supervisors have begun to develop a style of supervision that is accepted by their teachers. Teachers and supervisors anticipate they will be moving into a different phase of the implementation, with the emphasis on teacher evaluation, and they will be taking with them expectations and concerns based on the experiences of the initial year. For example, most supervisors want more training, and most teachers expect they will have greater opportunities for the exchange of classroom visits next year. Teachers are apprehensive about evaluation, while administrators are anxious to have greater involvement of district office personnel in the evaluation process. The Superintendent has observed that this is a critical time because actions taken now may determine whether a successful implementation is achieved or "the whole thing slips through our fingers."

2. SUPERVISOR BEHAVIOR AND SUPERVISORY STYLE:

While most supervisors began the year with low levels of confidence and limited ability to conduct effective instructional supervision, fifteen out of sixteen supervisors completed the year with much greater confidence in their ability to conduct supervision of teachers. Experience played a major part in that change in perception. The support of teachers was another important factor that was seen to encourage supervisors. Seven supervisors indicated the training they received was beneficial as well.

*The areas of greatest change in supervisory behavior occurred in the manner in which they arranged their supervisory visits and conferences and the increased emphasis they placed on finding out as much as they could about the lessons they were going to observe before the classroom visits began. Teachers noted supervisors' growing attention to the objectives of the lesson and to teachers' own problems and concerns.*

*A second area of change observed in many teacher-supervisor conferences, and also noted by a majority of teachers, was the decreased incidence of direct advice and personal opinions being provided by supervisors. This change may have resulted both from training and experience. Indirect supervisor behaviors were emphasized during the workshops but they were also encouraged by the attitudes of many experienced teachers who seemed to respond much more positively when they were asked to explain something by a supervisor than when they had the observed events interpreted for them by a supervisor.*

*A third major change in supervisor behavior was observed in the structure of teacher-supervisor conferences. Essentially, as they developed confidence and gained experience, supervisors asked more questions but talked less during conferences. Many later supervisory conferences were recorded in which both aprticipants talked for approximately the same amount of time. In initial conferences, the ratio of supervisor talk to teacher talk was usually much higher.*

*The predominant supervisory style observed in the Lethbridge system this year could be described as more collegial (in the Cogan and Goldhammer sense) and less authority based; more collaborative; less rather than more direct; and classroom-centred rather than office-based. The supervisors who worked most closely with teachers clearly saw their role as one of providing professional support for teachers. Generally, they accepted the proposition that the purpose of instructional supervision was to bring about the improvement of instruction and the way to accomplish that was to focus supervision on those areas identified by teachers and supervisors, acting in collaboration, as being most important at the time.*

3. TEACHER ATTITUDES, BEHAVIORS AND PERCEPTIONS:

All comments and conclusions presented in this section of the report must be viewed in light of the conditions under which the data was collected. Most of these teachers were experienced, and all had volunteered to participate in the project. Furthermore, the Researcher observed no classrooms or conferences without the permission of the teacher.

The prevailing teacher attitude toward the implementation of the new policy of teacher supervision and evaluation was one of positive acceptance, tempered by a measure of caution. At either extreme, there were a few teachers who thought the new policy was going to solve a host of staff and personal problems, and those who let it be known that they saw the whole implementation process as evidence of further provincial and district intrusion into the work-life of the teacher.

Teachers' attitudes toward individual supervisors varied markedly but there was a general trend toward greater acceptance and appreciation as implementation proceeded. Some cases of increased respect for a supervisor were noted as in the case of a number of teachers in School C, who expressed some surprise and satisfaction that their supervisor had been able to improve his skills and help them with their teaching. In School D, experienced teachers were observed to be providing encouragement and even advice to their supervisors in early rounds of supervision.

The level of cooperation extended to the Researcher, and evidenced by the data in Table 4 was exceptional. There were the predictable derogatory remarks about surveys and questionnaires and the amount of time participation in the research project required, but the rate of return of those instruments was very high, even for a group of volunteers. In addition, teachers' accessibility for interviews and informal discussions made collection of valuable supportive data a much less arduous task.

In the first few rounds of direct observations, many teachers found they were unable to teach as well with a supervisor present as they

felt they did with no observers in the classroom but, conversely, a fair number of teachers found the presence of a supervisor to be a stimulating experience and they appeared to enjoy the opportunity to demonstrate their professional skill and even "put on an act" in some cases. This sort of change in teacher's behavior may be best exemplified by the difference between two observations made by the same supervisor, on the same teacher's class, three months apart.

> In the first observation the teacher was plainly nervous and the students were reluctant to participate. Discussion was slow. The teacher's chalkboard explanations were accepted by the students with very little comment or question. After about twenty minutes the students were assigned an exercise from the textbook and the teacher spent the last half of the period working with individual students.
>
> In the post-observation conference the teacher confided that he had had a very difficult family situation to deal with in the previous three weeks and he was afraid he had let it affect his teaching. He said "That's not the real me you saw in there yesterday. I'm usually a much better teacher than that."
>
> Planning for the second observation focused on activities the teacher had decided would help him demonstrate his ability to relate to his students and encourage them to express their opinions. The class began with the teacher telling a joke, followed by some exchanges between the teacher and students about topics of current interest not related to the subject of the lesson. Most of the lesson consisted of a teacher-directed discussion on material the students had been given in advance. The teacher was actively throughout the lesson, using a lot of facial expressions and arm gestures, moving around the room, and, at one point, lying on top of the teacher's desk to make a point. Students were involved in the discussion and apeared to be enjoying the teachers' method of presentation.
>
> After class, the teacher indicated he was very satisfied with the class.

A very large number of teachers showed they had the ability to produce a range of teaching behaviors on demand even though it was apparent they did not always use those behaviors in their day-to-day teaching. For example, there was a tendency for teachers to insist on more rigid standards of student behavior when they were being observed

than it would be fair to presume they demanded when not being observed. Teachers in School B who knew their classes were being observed to determine the at-task behavior of students were able to achieve rates in excess of ninety-five percent on almost every occasion.

A smaller number of teachers were able to demonstrate skill in the use of a variety of teaching strategies or models. Six junior high school teachers displayed varying levels of knowledge of the Inquiry Approach as it applied to the teaching of Social Studies when they were observed early in the year, but by the end of the year all junior high Social Studies teachers had been observed to participate in some form of inservice activity related to the Inquiry Approach, and several teachers were able to demonstrate high levels of instructional skill using the Approach. Three junior high Science teachers were observed making effective use of the Group Investigation strategy at three different grade levels. In the greatest number of observations, however, the most usual method of instruction was lecture-and-discussion. Teachers spent a lot of time providing information and explanations. They asked a fair number of questions, most of which were at the recall or knowledge level, and they encouraged students to ask questions and seek assistance fairly frequently. Most lessons in academic subjects featured students working with problems, textbook exercises or assigned worksheets for more than half of the available class time.

Several teachers were able to demonstrate improved teaching behaviors by focusing their supervisory activities on things like classroom management, questioning technique, or student participation. Supervisors reported changes in teacher behavior in the desired direction in almost every case when a teacher chose similar objectives for the second supervisory cycle to those they had for the first.

No instances were observed or recorded in which a supervisor raised serious questions about the competency of a teacher. However, there were several occasions on which the supervisory process led teachers to conclude their observed performance could have been improved. In interviews, many teachers talked about the reasons for occasional poor

performance in the classroom. Lack of preparation time, low morale, family or personal problems, and the lack of motivation of students were the most common factors identified by teachers as contributing to their poor performance. (Based on observations made in eighty-three classrooms, inadequate planning should be added to that list.) Daily observations revealed an increased incidence of comments about poor teaching performance and the reasons for it during the months of February and March. In February, approximately two weeks after a mid-year reporting period, it was difficult to arrange appointments with administrators because they appeared to have a greater number of staff and student problems needing their immediate attention. This was especially true in two of the junior high schools in which larger numbers of students than had been anticipated scored failing grades on the semester exams. The day-to-day problems of school life were clearly having a negative influence on the implementation too, as the following journal entry of March 1st indicates:-

> Now the implementation is at another critical stage. Administrators in every school report the thing has wound down. Teachers say, "Nothing's happening." Several teachers have raised the possibility that nothing <u>will</u> happen and this whole implementation will just fizzle out.

In informal discussions, some teachers conceded they were pleased to see regular supervision and evaluation of teachers being instituted because they needed help, but most teachers were inclined to treat the subject of poor teaching performance in less personal ways, preferring to cite examples of "other teachers" in "other schools," rather than personal experiences, when the subject was discussed. Teachers in every staff room seemed to be sure they knew who the good teachers were in their schools and which teachers had the most difficulty with courses and students.

4. <u>ADAPTATIONS OF THE SUPERVISION AND EVALUATION MODELS:</u>

The process whereby the district policy was transformed into staff models and eventually implemented was designed to ensure teacher

involvement, acceptance and, ultimately, ownership of a workable, effective system of teacher supervison and evaluation. From an administrative point of view this was achieved, in the sense that all schools developed their staff models, implementation of the models was initiated and most teachers reported they were satisfied with the kind of supervision they had received. Still, legitimate questions remain about the quality of supervision, the potential for problems in the area of teacher evaluation, and the continuing commitment of teachers and supervisors to a process that emphasizes professional growth.

Is it acceptable for groups of teachers to choose supervisory processes that do not require regular classroom visits by supervisors? Can collegial models of supervision and evaluation be instituted in schools with limited preparation time for teachers and equally limited administrative time for supervisors? Can a school system put in place an evaluation model whose primary emphasis is professional growth of teachers and the improvement of instruction?

Despite what staff models may have prescribed, the majority of teachers in the Lethbridge system want models of supervision that are loosely-based on the clinical supervision approach, in that they expect their supervisors to meet with them before and after each classroom visit; they expect the classroom observations will provide information on aspects of instruction that are at least as important to them as they are to their supervisors; they want copies of their supervisors' observations; they want time after each classroom visit for productive discussion about the observed classes; and they want this process to occur on a regular basis. This change from what teachers thought about supervision before implementation to what they think about it now is the most apparent adaptation of their models that was observed over the course of the research project.

Notwithstanding the foregoing conclusions, teachers see great value in an exchange of classroom visits, also. With so many teachers expecting they will have the opportunity to exchange classroom visits more regularly in the future than they did this year additional

adaptation of the models of supervision can be predicted.

Finally, there are a number of teachers who do not want regular supervision if it involves classroom visits by supervisors; yet they are aware their administrators are responsible for monitoring and reporting upon the performance of all teachers. This situation, with its potential for causing divisiveness at the staff level, may force further adaptations of supervisory models that may not meet with the approval of all teachers.

The idea that effective supervision can be done when teachers work with colleagues is an appealing one for many teachers. During the first year of implementation, only twenty-four cases of collegial supervision were reported by teachers, when a great many more such cases might have been anticipated because of the prominence given to collegial supervision in most staff models. Lack of time was the biggest single factor preventing more collegial supervision, but lack of skill and lack of knowledge about supervision generally were additional contributing factors. For any staff to institue extensive collegial supervision would require extensive training, planning, and considerably more teacher preparation time and administrative time than can presently be made available to schools. It seems reasonable to presume, therefore, that a process of collegial supervision in which many teachers work closely with each other may not be practicable under existing school organizational structures.

A major adaptation occurred in the established procedures for evaluating teachers with the implementation of new staff models of supervision this year. A further adaptation occurred almost as soon as administrators were confronted with the new reality of teachers' expectations, time commitments and the sheer breadth of the new policy requirements. In previous years in the Lethbridge system, only teachers new to the system and teachers in their first two years of teaching received formal written evaluations, done mostly by the school principal. These evaluations were quite similar in content, irrespective of the author. A review of twelve evaluations written during the last three years showed the judgments and decisions made by principals were based

on no more than two classroom visits in any one instance. Teachers were rated at least as much on their ability to "get along" with other members of staff as on their performance in the classroom. So much seemed to depend on how well the principal liked the teacher. Teachers were "highly recommended," "strongly recommended," or simply "recommended." One teacher whose performance was rated as "adequate" was recommended for an extension of an existing temporary contract, but not for permanent certification.

Beginning in the 1983-84 school year, supervisors were introduced to a teacher evaluation process that placed the greatest emphasis on indicators of teaching effectiveness derived from documents prepared by the District Committee on Teacher Supervision and Evaluation. It was immediately apparent that this process was going to require more than the customary number of classroom visits and more active participation on the part of the teacher to be successful. To be done as school models prescribed that it should be done, teacher evaluation would now take more time and require a more collaborative approach than traditional practice had demanded.

One consequence of this was that supervisors managed only a fraction of the teacher evaluations they had planned for the year. Another outcome of their initial brush with the new teacher evaluation procedures was that nearly all the supervisors now see value in having more administrators, especially district office personnel, involved in teacher evaluation. One suggestion proposed by a number of supervisors is the establishment of evaluation teams to better utilize the resources of the system while enabling supervisors to comply with the dictates of school models and district policy that insist on a formal evaluation of every teacher at least once every four years.

Teachers seemed to have more reservations about the fairness of evaluations than they did about their own ability to perform satisfactorily in the classroom. In fact, some teachers felt they would have no trouble "looking good" for a few classes every four years if that was all a supervisor was going to observe before writing a formal

evaluation. Conversely, a majority of those teachers who took an active role in instructional supervision were of the opinion that a formal evaluation would be of less value to them than regular supervision. The most positive supervisors were convinced that an effective program of regular instructional supervision would make teachers less anxious about formal evaluation. A few of them saw formal evaluations of teachers as providing impetus and direction for the school-based program of supervision in much the same way that formal evaluations of students influence the focus and direction of classroom teaching.

5. CYCLES OF SUPERVISION AND EVALUATION:

The concept of a cycle of supervision or evaluation of teachers is not one that all teachers and supervisors readily understand, or accept. Many situations were observed in which the participating teachers and supervisors viewed their supervisory activities as more finite in nature, like a unit of study in teaching, or a short-term project, or as a fixed number of obligatory tasks that had to be checked off when completed. For example:-

A. A group of teachers decided in September they would establish a group goal for instructional supervision. It required they would work with each other to bring about improvements in their teaching of a particular topic. After two months of working on their goal they held a final meeting and evaluated the extent to which they had succeeded in their task (and in the secondary goal of complying with the school supervision model). They submitted a report to their principal outlining their experiences and enumerating their successes, after which they considered themselves "done with supervision" for the year. All this occurred before Christmas.

B. A supervisor had set himself the task of supervising all his teachers in the first semester. With only three weeks to go he still had most of his teachers to observe, so he scheduled nine supervisory visits in one five-day period. Consequently, he was able to report that he had "supervised" all his teachers before the end of the semester, but his teachers were left to question the value of his efforts.

Early cycles of supervision used up much more time than supervisors

and teachers had anticipated. Part of the reason for this was the lack of experience of both groups of participants; part of it may have been because supervisors were trying to get too large a picture of a teacher's performance in just one observation; part of it may have been because neither teachers nor supervisors yet accepted the concept of regular supervision that could provide a lot of information about aspects of a teacher's performance and gradually allow the larger picture to develop over time.

Cycles of supervision observed in March and April were characterized by the emphasis on observational data collected during classroom visits that had the effect of limiting the focus of discussion and thereby limiting the time it took for the objectives of the conference to be achieved. The average time occupied by the last ten observed or recorded supervisory conferences was close to thirty minutes. Most pre-observation conferences were of shorter duration averaging between fifteen and twenty minutes. Actual classroom observations rarely lasted less than thirty minutes, but many teachers and supervisors preferred them to be as long as the class period. In addition, both teachers and supervisors needed time to look at the observational data collected and time to prepare for the post-observation conferences. These times suggest that an efficient supervisor and a cooperative teacher should be able to work through a complete cycle of supervision in approximately 2 - 2½ hours. The observed difficulty with most supervision, however, was not the time it took but the organization of teacher's time and supervisor's time so that both participants are free at the same time. The following anecdote demonstrates the point:-

SUPERVISOR: Can we meet during noon hour?

TEACHER: No. Remember, we're going for pizza with the staff...

SUPERVISOR: Yeah... Well, that's too bad... I have a meeting at 1:30, but I'll be finished by three....

TEACHER: I have to get ready for the 'ball tournament after school....

SUPERVISOR: And I have to supervise...Let's meet Monday morning after our administrators' meeting....

TEACHER: I have a class period one...

SUPERVISOR: I'm teaching period two. Can we meet at 10:15?

TEACHER: Okay. That's okay by me.

The most regular cycles of supervision were observed in School C, where each Assistant Principal had administrative responsibility for up to twenty-five teachers. Most teachers were supervised at least twice during the year and in the majority of cases the process followed a formal pattern of pre-observation conference, observation, and post-observation conference. Even so, the cyclical nature of supervision may have been more apparent to the supervisors than it was to the teachers, and "regular supervision" did not always occur regularly, in that there were several weeks when no supervision at all was happening in the school and other weeks when all three supervisors were scheduling three and four cycles of supervision. This was the case in all other schools, too, with only some variation in the actual number of classroom visits made by supervisors.

In a previous paragraph it was estimated that a supervisory cycle could take up to two and a half hours of time for a supervisor and a teacher. This implies that if a supervisor has only six hours per week on the average to devote to supervision of instruction and support for teachers that would enable the supervisor to complete at least two cycles of supervision every week. It could be argued that in a thirty-eight week school year a supervisor should be able to complete as many as seventy-four cycles of instructional supervision. Given that actual implementation of school models of teacher supervision did not begin until early November in most schools, and also given that several supervisors did not adopt the more formal approach to instructional supervision until the second semester of the year, the data indicate that several supervisors had some success in scheduling an average of two cycles of instructional supervision every week.

Only limited data are available on the evaluation process as it occurred this year in the Lethbridge system. Apart from the conclusions that may be drawn about the extra time evaluations take, the extra support and training administrators feel they need in order to perform

adequate evaluations of teachers, and the conflicting attitudes of different groups of teachers toward formal evaluation, it is important to note that a major difference exists between models of supervision and models of evaluation in the Lethbridge system. The supervisory process has been implemented first. Most teachers are aware of how supervision is to be done in their schools and how it is being done in other schools. Evaluation is different. The district policy as it is written reinforces the distinctions between the two processes. The district is developing one form to be used in all teacher evaluations, whereas supervision models differ from school to school, and key components of the evaluation model, for example, procedures for dealing with teachers who are identified as needing assistance, have not yet been written.

Further assessment of the Lethbridge teacher evaluation model is outside the scope of this report at this time.

6. STUDENTS PERCEPTIONS:

When this project was first proposed it was anticipated that students may be able to provide important information about the progress of an implementation such as this one and, in particular, their perceptions of changes in teacher behavior that may have been attributable to the implementation. Accordingly, high school administrators and teachers were asked to assist in a survey of students using the IDEA-H Form (Appendix F). It was proposed that students should be surveyed in the first semester and again in the second to see what kinds of changes they had observed in teacher behavior over time.

Administrators were reluctant at first to ask their teachers to participate in this kind of student feedback activity because it seemed too closely associated with the research project. Then, a month before the end of the first semester, one principal decided he would do the survey as a staff development exercise for all teachers. The other high school staff decided teachers could volunteer to have their classes complete the survey. A total of 1,441 students from 71 classes completed the IDEA-H Form in late January. Most teachers agreed to participate

only if confidentiality could be guaranteed.

The first IDEA-H survey showed that the great majority of students rated their teachers high on all sections of the form. Teachers were given their results in confidence and only the most general tabulations of students' ratings were available for analysis. In follow-up discussions and interviews many teachers were seen to be affected by the most extremely negative ratings on their report sheets, even if those ratings reflected the opinions of only one or two students in the class.

Table 11 contains teachers' reports about their reactions to student feedback. Many indicated they modified their behavior in response to the information provided by IDEA-H. All teachers concurred that student feedback is one valid way of rating teachers' effectiveness, yet one conclusion that was drawn from this experience was that teachers are wary of student feedback surveys that have as their primary purpose evaluation of teachers. Until they were sure that the information gathered through IDEA-H was not going to be used in inappropriate ways a lot of teachers were cautious about participating and cautious about sharing the results. Of one hundred and twelve teachers who may have participated in this activity, seventy-one agreed to do it. Of those seventy-one, forty-one responded to the questions in Table 11.

The second IDEA-H survey was conducted in forty classes in the middle of May.

One way in which students were affected by the implementation was commented upon by nineteen teachers following initial rounds of supervision. They noted that students were much better-behaved in classes being observed by supervisors than in other classes. Supervisors and teachers agreed that the novelty of having principals, assistant principals and other teachers in the room may have had something to do with the improved behavior but a few of them also suggested the Hawthorne Effect should not be overlooked as a possible explanation.

## 7. GUIDING PRINCIPLES THAT MAY BE OF USE TO OTHER SCHOOL SYSTEMS IN THE IMPLEMENTATION OF POLICIES OF TEACHER SUPERVISION AND EVALUATION:

In previous chapter it was noted that this research project focused on the secondary schools of the Lethbridge system because that is the area in public education in North America where the least amount of observable change seems to have occurred over the last fifty years.

The project involved more than half the total number of teachers in the five Lethbridge secondary schools, and all sixteen administrators, who volunteered to participate by allowing observations of their teaching and conferences, by participating in interviews and discussions or by completing a number of surveys and questionnaires. The picture that emerges at the end of the first year of implementation of new policies of teacher supervision and evaluation is that of a school system in a state of transition, as teachers adjust and react to the growing public and administrative expectations of increased accountability; school administrators assume a more active educational leadership role; and the district office begins to re-examine its established emphases on consultancy and curriculum - the priorities of the Seventies - in response to school administrators' and teachers' requests for more sharing of the responsibility for teacher supervision and evaluation - the acknowledged priorities of the Eighties.

There is no attempt in this report to suggest the research findings in a study of schools in Lethbridge should generalize to other jurisdictions in the province. It has already been stated that the participants who provided much of the data were volunteers. This fact alone may have created a bias in the form of more positive attitudes toward implementation. The style of data collection employed by the Researcher may have influenced the content and direction of participants' responses particularly since the Researcher was responsible for presenting the four-half day workshops on teacher supervision and evaluation.

Moreover, the school system itself is not typical of other

jurisdictions in the province. Lethbridge secondary schools have relatively few minority students. They have a number of special programs, including those for talented and gifted students. The system has no classrooms with split-grades in academic subjects, a very stable teaching population, and well-equipped schools that reflect the relatively high socio economic status of the majority of taxpayers in the district.

Limitations to validity and generalizability notwithstanding, this research project has generated a lot of information about the implementation process as it occurred in Lethbridge schools that may be of interest to other school systems in the province, and it is for that reason the following guiding principles are presented in this section of the report.

A. INVOLVEMENT OF TEACHER: The Lethbridge experience suggests that the more teachers are involved in the development of policies as important as those that deal with teacher supervision and evaluation the greater the acceptance of those policies by all teachers when implementation occurs. Involvement over time is indicated as being important, also. Teachers need time to adjust to new policies and appreciate having time to consider alternatives and make suggestions before accepting a new policy. Inherent in this conclusion is the notion that precipitous or arbitrary development and implementation of policies of teacher supervision and evaluation would not be supported by teachers.

B. TRAINING: A conclusion reached by a majority of supervisors and a number of teachers is that the training they have received to date has been inadequate. The literature review suggests that training should occur before and during a major implementation and should continue for the duration of the implementation. This was the consensus of Lethbridge teachers and supervisors. Research suggests that training prior to the implementation should raise participants' levels of readiness by providing an adequate theory base and some information about how participants can expect to be affected by the implementation. This was only partially done

in Lethbridge this year. The training that accompanied the implementation was of too short a duration and so concentrated at only one stage of the implementation that its effects were not great. Most participants received most of their training through experience, a process guaranteed not to produce positive results in all cases. With a subject requiring the skills and knowledge-base that are associated with supervision and evaluation of teachers it may be expecting too much that experience alone can provide the essential training.

C. THE COMPATIBILITY OF SUPERVISION MODELS WITH PROPOSED EVALUATION PRACTICES:

The established relationship between instructional supervision and formal evaluation appears to be well-documented in the literature. The latter ultimately provides a summative statement, mainly for administrative purposes, while the former provides support and direction for teachers' professional growth. The aim of the Lethbridge policy is to maintain that distinction while making sure that both processes enhance the quality of instruction throughout the system. One problem inherent in this approach is the continuing risk that the administrative requirement of a formal evaluation, with its concomitant implication of demonstrated accountability, stands a greater chance of being institutionalized than an ongoing, time-intensive program of regular instructional supervision. It may be that if formal evaluation were viewed as a periodic assessment of a school's instructional supervision program, and both were viewed in the larger context of overall system evaluation, the two processes would be more likely to complement each other.

D. LINKAGE OF STAFF DEVELOPMENT ACTIVITIES TO THE IMPLEMENTATION:

One of the important findings of this study is that there was very little linkage between the kinds of staff development activities

arranged for and by the teachers at the school level and the demands of the implementation. Only one school claimed to devote any major part of its Professional Development Day activities to the subject of teacher supervision and evaluation. Even less was done at the district level to encourage staff development that would support the implementation. The Annual Teachers' Convention in February, held in Lethbridge and attended by over 1,500 teachers did not offer one session on the subject of teacher supervision and evaluation.

Teacher supervision and evaluation was the number one priority for the system but it received less attention than report cards or computer literacy on the Professional Development Day. It affected all teachers, but not sufficiently to generate the kinds of staff development activities that would facilitate implementation by providing answers to the concerns raised by teachers and supervisors. It may be fair to assume at a later date that the need for staff development activities would be identified as a result of regular supervision and evaluation of teachers. It seemed more likely this year that staff development needs would be more closely linked to the implementation itself.

This may be an area in which more direct leadership is required if opportunities are not to be lost in the implementation of major new policies.

E. TIMELINES FOR IMPLEMENTATION: The District Superintendent was supported by findings in the literature review when he suggested that the implementation "should proceed slowly, over time." So far the system has been involved in this process for more than two years and will be moving into a major stage at the beginning of next year when formal teacher evaluations are scheduled for one-quarter of the district's professional staff. To move slowly seems to be the acceptable approach when policies of teachers supervision and evaluation are to be implemented. To move too cautiously, however, may result in a mere symbolic implementation that satisfies the letter but violates the spirit of the policy. It seems apparent that participants should know what the timelines for implementation are, just as it seems essential that readiness

activities should precede and accompany each major stage of the implementation.

F. RECOGNITION OF THE REALITIES OF THE WORK-LIFE OF TEACHER AND ADMINISTRATORS:

Anyone who has spent much time in schools should know that some times during the school year are much more appropriate than others for inservice and staff development activities, the introduction of new policy, staff retreats, school evaluations, and so forth. For example, February was seen as being a very difficult month for many junior high school teachers in the Lethbridge system. Administrators reported they had more problems this year than in any two previous years. Student Counselors complained they were dealing with more cases than they could handle effectively and teachers were generally more negative in their comments about their students and their courses than they were at other times. February was not a good month for observing activities associated with the implementation in the junior high schools.

Policy, too, must be realistic. It makes little sense to set up a system of instructional supervision providing for collegial supervision if the colleagues are unable to find time to confer and exchange classroom visits. It may be equally impracticable to make a principal responsible for the formal evaluation of one-quarter of his teachers every year if he is only able to conduct satisfactory evaluations of half that many teachers. These are two major issues being confronted by teachers and administrators in the Lethbridge system. Satisfactory resolution of these issues should have a pronounced positive effect on the implementation process.

G. MOST EFFECTIVE USE OF THE RESOURCES OF THE SYSTEM: School systems have at their disposal a finite number of resources with which they can effect a successful implementation. Major implementations appear to require a marshalling of all the available resources

of a system in order to ensure success. To date, the resources of the Lethbridge system do not appear to have been overtaxed, but the pressure for more training, more involvement of district office personnel in the evaluation of teachers, and more time for teachers and supervisors may prompt some changes.

Resources may be finite, but they appeared to be under utilized at the school level as well as at the district level during the year. Rewards and incentives were not seen to be used extensively. One group of principals was sent to another school jurisdiction to observe operations in their most effective schools in that system. One staff organized a staff retreat during the year. Two teachers were provided release time to make a professional presentation but, in the latter two instances, the topics were only marginally related to teacher supervision and evaluation. A few administrators and Department Heads did make some special arrangements so that teachers could exchange classroom visits. There were two observed instances of teachers making presentations to staffs on the subject of supervision, and three other instances of administrators providing demonstrations for teachers. A number of teachers visited classrooms in other schools on the Professional Development Day in March but there were no major adjustments of timetables or schedules, no major staff development activities dealing with supervision and evaluation and no attempt by any staff to involve district office personnel extensively in the implementation.

H. ACTIVE MONITORING: The distinction drawn here between monitoring and active monitoring grew out of what was originally perceived to be a mere semantic difference. Two principals reported early in the year they would be conducting cycles of supervision with some teachers and monitoring the activities of other teachers. That monitoring took the form of meetings in which teachers reported on what they had been doing by way of engaging in supervision in accordance with the school model. In one school, teachers reported an evaluation they had finished of their own programs. In another school, teachers reported on planned collegial supervision that

never came to pass, even though the principal maintained at a much later date that those teachers had engaged in rounds of collegial supervision. Active monitoring is best exemplified by the action of another principal who, wanting to know how well his assistant principal was doing in supervisory conferences, decided to observe two of them.

Most supervisors recognized the need for active monitoring of their own supervisory and evaluation practices. They saw such monitoring as helping them develop their skills and providing them with professional direction and support. A number of supervisors saw the school principal, or key district office personnel, as being able to provide necessary active monitoring for supervisors.

I. THE LEADERSHIP FACTOR: While a large volume of research focuses on the role of the principal in providing leadership at the school level, and most of the principals in the Lethbridge system acknowledged their leadership responsibilities, those same principals raised many questions about leadership in cases where the implementation is seen as being system-wide or province-wide, as in the case of policies of teacher supervision and evaluation.

Principals in the Lethbridge system placed great value on their involvement in instructional supervision because they saw that as a way of getting closer to teachers and, at the same time, identifying staff development needs. They were less sure about accepting sole responsibility for teacher evaluation because they saw that as something that set them further apart from their teachers and jeopardized trust relationships. It seemed that most supervisors would be less apprehensive about teacher evaluation if they could secure the involvement of district office personnel in the process. Several supervisors believe a team approach using both district office and school-based administrators is the best way to solve the dual problems of time and trust.

*The questions that are raised by these proposals by principals lead to the larger question of levels of decision-making. For example, if principals advocate a more active evaluation role for district office personnel, how is that request dealt with at the district level? Who determines the limits of district office personnel involvement in teacher evaluation? How would that be decided? Once questions such as these are entertained, the leadership factor comes into play. It is obvious these are the kinds of questions that cannot be answered at the level of the school principal's office. If principals give every indication they are prepared to cede some of their autonomy and leadership responsibility in exchange for essential professional assistance with the most complex professional task they face, how will the senior leadership of the system respond, and what are the implications for the system and the implementation of new policy for each of the possible ways of responding?*

## SUMMARY

The following conclusions appear to be supported by the results of this study.

A. Changes in supervisor behavior did occur during the first year of implementation of new policies of teacher supervision and evaluation in the secondary schools of Lethbridge School District No. 51. Moreover these changes, noted by both supervisors and teachers, are generally in the direction of Ideal Supervisor Behavior as it is perceived by teachers and supervisors on the Shinn Survey (Appendix C & Figures 1-5).

B. Changes in teacher behavior that may be attributable to implementation of the new policies were observed at all stages throughout the year. The most apparent changes in teacher behavior were seen by supervisors as occurring in the areas of improved preparation and planning, increased attention to individual students, and improved classroom management. Also, seventy-one percent of teachers surveyed reported they were encouraged to change certain behaviors as a result of student feedback.

C. Teachers' level of acceptance of the new policy was high at the beginning of the year and remained constant throughout the year except on the issue of teacher evaluation. In October, 1983 approximately eighty percent of teachers believed their school administrators had sufficient knowledge and skill to conduct evaluations of teachers. By May, 1984 that number was down to sixty-one percent of all teachers surveyed.

D. Supervisors' acceptance of the sole responsibility for teacher evaluation declined in the first year of implementation. In October, a majority of the sixteen school administrators believed teacher evaluations should be done by school-based personnel. In April, even though twelve of those administrators still believed they had the skills and knowledge to conduct teacher evaluations, fourteen out of sixteen thought teacher evaluations should be done by school administrators and district office personnel working together, and five supervisors

favored a "team approach" to teacher evaluation that might include district office personnel, school-based administrators and teachers.

E. The informal visit by supervisors, a part of every school's staff model of supervision, quickly fell into disfavor and disuse once teachers and supervisors gained some experience with more structured approaches. Most teacher saw great value in the meetings with supervisors before and after classroom visits, and the observational data provided by supervisors. It should be noted that there was a group of teachers who initially favored only informal visits by supervisors or colleagues, who only experienced informal visits during the year, and who still favored informal visits at the end of the year.

F. Exchanges of classroom visits were seen as being valuable by many teachers. In fact, teachers in the Lethbridge system saw the clearest distinction between supervision by administrators and "collegial supervision" as being the opportunity the latter provided for exchanges of classroom visits. Only twenty-four such exchanges were reported during the year, but seventy-five out of one hundred and seventy-four teachers surveyed in May say the most important part of supervision for them next year will be exchanges of classroom visits.

The fact that so many teachers want exchanges of classroom visits may not be unusual. Many teachers feel they can benefit most from working with a colleague who teaches the same courses. Others find it more easy to establish a trust relationship with a fellow teacher than with a supervisor. Also, it is quite possible a number of teachers see in exchanges of classroom visits a less-stressful way of complying with the demands placed upon them by the staff supervision model. Whatever the reason, it is not based on the experience, or training, of a majority of teachers.

G. Collegial supervision, as it is understood by most teachers in the secondary schools of Lethbridge, presents the system with some potentially serious administrative diffficulties. It is an option within all staff models yet, if every teacher opted for collegial supervision,

regular supervision of teacher would not be possible based on the experiences of the first year of implementation. In general teachers and supervisors were not able to coordinate release time for many exchanges of classroom visits.

Finally, with respect to collegial supervision, most administrators were unable to provide active monitoring of the collegial supervision that was happening in their schools. For example, a report from one principal that a group of ten teachers in his school were engaged in exchanges of classroom visits proved to be totally erroneous. In another school, some teachers who had planned rounds of collegial supervision to begin in November reported in April they had been unable to engage in collegial supervision at all.

H. Responsibility for supervision of teachers in the secondary schools of the Lethbridge system was assumed, in large part, by the assistant principals. Of the total number of two hundred and forty visits reported by teachers one hundred and four of those were conducted by assistant principals. Two principals indicated early in the year they would participate less in teacher supervision because they would be concentrating on teacher evaluation during the 1984-85 school year. Towards the end of the first year of implementation there was a large increase in the number of supervisory visits conducted by department heads. This may suggest a trend for the future.

I. Generally, teachers' attitudes toward implementation were positive. Most complaints from teachers focused on the extra time required for active participation. A large number of teachers identified the professional support, or counseling, component of supervision as being one of the most valuable aspects of the new system. A few teachers in every school made a point of noting their token compliance with the new policy and a smaller number tried to make the point that this new policy was just the same as the last district-wide innovation attempted in the Lethbridge system, Objective-Based Education, and it would meet the same fate at the secondary level.

J. The process of implementation moved much more slowly than most teachers and supervisors had anticipated. One key indicator of the slow rate of implementation was the low completion rate of formal teacher evaluations throughout the year.

K. The supervisory process favored by the greatest number of teachers emphasized meetings between teachers before and after classroom visits, collection of observational data by the supervisor, and joint supervisor-teacher responsibility for analyzing and interpreting the information collected during classroom visits.

L. The major barrier to successful implementation cited most frequently by teachers and supervisors was lack of time. Other serious barriers to successful implementation were seen as being lack of adequate training for both teachers and supervisors, and the low level of involvement of district office personnel.

M. The aspects of implementation generally regarded as providing the greatest impetus for success were seen as being the involvement of teachers and their acceptance of the policy, planning and development of the policy, and the degree of flexibility provided for within the district policy.

## CONCLUSION

This project represents an exploration of a great number of factors that an influence upon the successful implementation of policies of teachers supervision and evaluation in the secondary schools of Lethbridge School District No. 51.

After one year of intensive scrutiny there is some evidence that many parts of the new policy have been incorporated into the regular operations of the school system, but other key components have not. For example, all schools have in place a system of regular supervision, while the section of the teacher evaluation policy dealing with those teachers in need of

a program of assistance has yet to be written. This state of affairs presents the Lethbridge system with some important challenges in the new school year. The results of the study provide abundant evidence that teachers and supervisors prefer cooperative models of teacher supervision and evaluation. Both groups have almost identical perceptions of what Ideal Supervisor Behavior should be and those perceptions remained fairly constant throughout the year. One implication of these results is that teachers see greater value in a process of regular supervision that focuses on professional growth than in a system of summative evaluation for administrative purposes that occurs only once every four years. Another implication of these results is that teachers want both supervision and evaluation to be done chiefly for purposes of improving instruction. Consequently, teachers will expect both processes to occur over time. There is a clear expectation on the part of teachers that summative evaluations in particular will be conducted in a cooperative fashion, will be based on criteria established before the process begins, and will be determined on the basis of several classroom visits and formal conferences.

There is evidence that some supervisors were able to be quite effective in their new supervisory duties despite having received limited training, while others found the lack of training to be an inhibiting factor in their supervisory work. An overall conclusion, based on the responses of teachers and supervisors, and one the observations made at critical stages in the implementation, is that training for both teachers and supervisors should be more extensive and more regular than that provided in the Lethbridge system.

Finally, the findings of this study raise some questions about leadership, utilization of available resources, and active participation of key district office personnel when an implementation as important and extensive as the policy of supervision and evaluation of teachers is being undertaken. Just as many teachers studied by Showers (1982) reported that without coaching they would have discontinued use of the new strategies they had been practising, so many supervisors reported that without someone in the system "to keep them on their toes" (in most cases, that was the Researcher) they would not have done as much teacher supervision as they did. Two barriers to implementation that were observed on occasion throughout the year - "delaying"

and the "verbalized myth of implementation" (Carnine, 1982; Baker, 1983) were seen as being overcome by active monitoring that took the form of requests to see and participate in implementation activities. Most teachers and supervisors wanted more rather than less active professional support in the first year of implementation.

This study of Lethbridge secondary schools shows how one school system in Alberta has proceeded with the first year of implementation of new policies of teacher supervision and evaluation. The overall impression of the activities of the system, its teachers and supervisors confirms the observations made by Sergiovanni and Starratt (1979) that people in the schools are ready for some quiet and effective improvements.

The results of the study reinforce concerns expressed by leading authorities on the subject about the need to ensure that policies of teacher supervision and evaluation be implemented in ways that emphasize the professional growth of teachers and the improvement of instruction. As well, they underscore the pragmatic need to maintain a balance between the administrative demands of a school system (for example, accountability of teachers) and the personal and professional needs of teachers and administrators if they are to continue to provide quality educational services to the students of the system.

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# APPENDIX A

IDEA

# Teacher Information Form

## INSTRUCTIONS FOR COMPLETING

### Importance of Selecting IDEA Goals

Unlike most student rating forms, the Instructional Development and Effectiveness Assessment (IDEA) system recognizes that there is no single best way to teach. For this reason, the emphasis is placed on student progress on developmental goals rather than on instructional activities as ends in themselves. By selecting these goals, the teacher chooses the basis upon which the course will be evaluated and the areas in which suggestions for improvement can be made. Effective teaching for your course is defined and measured by your students' reports of their progress on the goals you select.

### How Many Goals Should Be Selected?

All of the IDEA goals are desirable in general. However, no one course could be expected to produce significant student progress in all these areas. Moreover, the different content of various courses facilitates student progress in different areas.

It is suggested that you select three to five goals for each course. For each goal you choose, you will indicate whether it is Important or Essential. Essential goals are weighted twice as heavily as Important goals in the evaluation of your course.

Before selecting and weighting a goal as either Essential or Important, please consider these three questions:

a. Do you do something **specific** to help your students achieve this goal?

b. Is it a **substantial** part of your teaching of the course?

c. Do you assess student achievement on this goal?

Unless you can answer "yes" to these kinds of questions, it is recommended that you **not** select the goal as Important or Essential.

Please read reverse side before completing.

## TEACHER INFORMATION FORM
## High School IDEA Survey Form

Fill out a form for **each** class to be surveyed. Please print.

Course Name (Please be specific) _____ (44-70)

Teacher Name _____ (1-20)
Last First Initial

Number of Students _____ (21-23)

Teacher's Sex _____ (32)

Date to be Given _____ (24-29)

Years of Teaching Experience (including this year) _____ (33-34)

Period Number _____ (30-31)

CIRCLE THE NUMBER THAT DESCRIBES THE RELATIVE IMPORTANCE OF EACH OF THE FOLLOWING AS A GOAL OF THIS COURSE.

0 = Of No More Than Minor Importance
1 = Important
2 = Essential

| Student Goals | | Importance | | | |
|---|---|---|---|---|---|
| 1. Gaining factual information (such as learning definitions, dates, vocabulary). | 1. | 0 | 1 | 2 | (35) |
| 2. Understanding and applying principles, ideas, and theories. | 2. | 0 | 1 | 2 | (36) |
| 3. Improving my learning skills (such as listening, reading, note-taking). | 3. | 0 | 1 | 2 | (37) |
| 4. Improving my writing skills. | 4. | 0 | 1 | 2 | (38) |
| 5. Improving my speaking skills. | 5. | 0 | 1 | 2 | (39) |
| 6. Gaining skills and habits useful in everyday life or on a job. | 6. | 0 | 1 | 2 | (40) |
| 7. Developing good feelings about myself (more acceptance of myself, more self-confidence). | 7. | 0 | 1 | 2 | (41) |
| 8. Discovering or realizing my own interests, aptitudes, beliefs, and values. | 8. | 0 | 1 | 2 | (42) |
| 9. Getting along with most other people. | 9. | 0 | 1 | 2 | (43) |

LETHBRIDGE SCHOOL DISTRICT # 51

GCMN

SUPERVISION AND EVALUATION OF INSTRUCTION

GCHN
Supervision And
Evaluation Of
Instruction
REGULATIONS

## SUPERVISION AND EVALUATION OF INSTRUCTION

### Supervision

It shall be the responsibility of the principal, in consultation with the staff, to develop and implement a program of supervision which reflects the philosophy and goals of the school.

1. All professional staff members shall be provided with opportunities for input during development of the school's program of supervision.

2. Each school's program of supervision shall include a number of basic elements:

   2.1 Each member of the certificated, professional staff shall be involved each year in the supervision process.

   2.2 Specific areas for professional growth shall be cooperatively identified by the teacher and supervisor, and used as a basis for establishing a number of individual growth objectives.

   2.3 These growth objectives will serve as the focal point for ongoing discussions between the teacher and supervisor throughout the school year. Together, they will set goals, review data, discuss alternatives and assess progress.

   2.4 As a result of this process, the specific strengths of each teacher should be identified, and the teacher commended in writing for these unique strengths.

   2.5 Under normal circumstances a supervision cycle would precede an evaluation.

   2.6 A record shall be kept of the teacher's progress in attaining his growth objectives. Data collected during observation sessions, and other records generated during the supervision process are meant for the use of the teacher and supervisor; this

information shall be available to others only when authorized by the teacher.

3. The role of the supervisor may be filled by school administrators, department heads, consultants and coordinators of peer teachers, as determined by each school.

4. Clear definitions of roles and responsibilities of the teacher, the principal and/or the supervisor with regard to the supervision process shall be included in the program of supervision developed by each school.

5. Each school shall submit to Central Office a detailed plan of its supervision program.

   5.1 Each plan shall be approved by the superintendent or his designate prior to implementation, and annually thereafter.

   5.2 Each school shall review its plan annually, and make revisions as required.

## Evaluation

### General Procedures

1. It shall be the responsibility of the principal to ensure that evaluations are carried out:

   1.1 At least once every four years for each teacher.

   1.2 When requested by the teacher.

2. All evaluations and reports shall involve the use of procedures and criteria standardized throughout the School District. (Exhibit A)

3. Under normal circumstances, by October 1st of each year, teachers to be evaluated during the current school year will be officially notified.

4. The timing of evaluations may be determined cooperatively by the teacher and the evaluator.

5. Before commencing an evaluation, the principal or designated evaluator will review with each teacher the performance criteria, procedures and documents to be used during the evaluation. Under normal circumstances a minimum of two observation/ conference sessions would constitute an evaluation. (Criteria and evaluation instruments will be attached as exhibits.)

6. The evaluator shall provide an opportunity for the teacher to read, discuss and question his evaluative report, and a place shall be provided on that report for the teacher's comments and signature. A copy of the report shall be provided to the teacher, the principal, and the Director of Personnel.

7. Reports generated through the evaluation process shall become part of the employee's personal file. Such files are subject to the provisions of Policy GBL - Employee Personal Records.

8. Under normal circumstances, evaluations will be done in the area that the teacher has the greatest responsibility.

9. The principal shall ensure that these regulations are reviewed annually with all staff members.

10. Under normal circumstances, the initial evaluation report shall be prepared by one or more of the following school based personnel:

    Principal
    Assistant Principal
    Department Head (Senior High)
    Curriculum Associate

11. A supplementary evaluation report may be prepared upon request by one of the parties and appended to the initial evaluation. Such evaluation may be carried out by:

| | |
|---|---|
| Coordinator | Assistant Director of Personnel |
| Consultant | Department of Education Personnel |
| Director | Faculty of Education Personnel |

12. If the teacher wishes to appeal an evaluative report or the procedures used, this may be done through the Superintendent, who shall arrange for a further evaluation to be conducted, if he deems it necessary, by persons other than those involved in the appealed evaluation.

APPENDIX B

BEST COPY AVAILABLE



GCLB
Short-Term Professional Development And In-service Training
REGULATIONS

# SHORT TERM PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

Note:

There are four sources of funds for professional development activities:

(1) Special Professional Development Fund

- Provided within the Collective Agreement, administered by the Director of Personnel and ATA Representative, and available to all teachers, subject to the provisions of the guidelines established by the Working Conditions Committee.

(2) School Professional Development Fund

- The principal of a school, in consultation with his/her staff may allocate funds within the school's operating budget for the professional development of the teachers of that school.

(3) System Professional Development & In-service Training Fund

- The Superintendent allocates funds annually for the professional development of Central Office staff, as well as in-service training for any Board employee in a perceived area of need.

(4) Bursary Fund

- The Board will allocate funds annually for the purpose of assisting teachers with the costs of credit courses taken at recognized post-secondary institutions.

1. Special Professional Development Fund

For specific regulations, refer to the "Guidelines for Administration of Professional Development Fund", attached to this policy as an EXHIBIT.

...

2. School Professional Development Fund

2.1 Reimbursements for expenses incurred shall be made in accordance with Policy DLC, Expense Reimbursements.

2.2 No teacher shall receive assistance under this policy for courses which may be claimed as credit for salary purposes.

2.3 Notwithstanding 2.2 above, a teacher may apply for assistance in taking a credit course provided that the teacher signs a declaration that said course will not be used for credit for salary purposes while in the employ of Lethbridge School District No. 51.

2.4 Professional development activities covered by this policy are generally intended to include: short courses, workshops, non-credit university courses, seminars, conferences, visitations to other school systems, and other short-term training experiences.

2.5 Funds provided under this policy are not intended to pay for the costs of membership fees in organizations.

2.6 Approval.

2.6.1 Applications by Teachers, Assistant Principals.

Application for use of school budget funds for professional development activities shall be made to the principal who will transmit any notice of approvals and details of the activity to the Director of Personnel.

2.6.2 Applications by Principals.

Where the principal applies for the use of school funds, the Director of Personnel will have the authority to approve applications.

3. System Professional Development & In-Service Training Fund

3.1 Central Office Personnel

To provide professional development activities for Central Office personnel, the Superintendent shall, each year, in connection with budget preparation, recommend specific allowances for each of the departments listed below:

Superintendent of Schools
Curriculum and Instruction
Personnel and Facilities Planning
Student Services
Business Affairs



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3.1.1 The Director, or Superintendent, as the case may be, together with key personnel in a department, shall recommend the allocation of funds for that department.

3.1.2 The Superintendent shall approve, in advance, all professional development and in-service activities conducted under this section of the regulations.

3.1.3 The Superintendent may re-allocate unused funds from one department to another.

4. Bursary Fund

4.1 A bursary fund shall be established in the annual budget and shall be administered by the Board.

4.2 This fund is intended for the purpose of assisting teachers with the costs of credit courses at recognized post-secondary institutions. Priority will be given to courses which reflect system needs or which are directly related to the current teaching assignment of the applicant.

4.3 First preference shall be given to those who have not benefited from the fund during the previous twelve months.

4.4 A teacher who has taught in the school system for a minimum of one year may be granted a bursary to undertake study in an approved program of studies.

4.5 An application for a bursary shall be accompanied by a clear statement of the teacher's purpose and a statement of the program's cost.

4.6 The amount of the bursary shall vary according to the requirements and costs of the program approved. The bursary may not necessarily cover the entire cost of the program. Under normal circumstances, the amount of the bursary shall not exceed $500.

4.7 Applications for a bursary shall be submitted to the Director of Personnel as follows:

4.7.1 For programs of study commencing during the period January 1st to April 30th prior to October 31st of the preceding year.



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4.7.2 For programs of study commencing during the period May 1st to August 31st - prior to March 31st.

4.7.3 For programs of study commencing during the period September 1st to December 31st - prior to May 31st.

4.8 Each application for a bursary shall be considered on its merit and the applicant must be notified of the decision within 14 days after the deadline for applications.

4.9 A teacher who is granted a bursary shall agree in writing to serve the Board for a period of not less than one year following the completion of his/her program of studies. Teachers who do not meet the requirements in this clause may be required, at the discretion of the Board and on a pro rata basis, to repay monies granted from the bursary fund.

4.10 Notwithstanding 4.7.3, if at the commencement of a new school year there is money remaining in the fund, applications for the period September 1st to December 31st will be accepted prior to September 15th.

4.11 Payment of the bursary shall be made upon submission of evidence of completion of the course.

4.12 All unused and uncommitted monies in the fund at the end of each year shall be carried over and added to the amount allocated for this purpose for the following year.

4.13 The bursary fund shall be administered by the Director of Personnel, who shall prepare an annual report to the Board regarding the disposition of the fund.

4.14 For credit courses at the University of Lethbridge or the Lethbridge Community College, an amount equal to tuition plus a $50.00 allowance for books and materials, the total not to exceed $500.00.

4.15 For credit courses at other post-secondary institutions, applicants will be granted an amount equal to tuition and transportation costs, plus a $50.00 allowance for books and materials, the total not to exceed $500.00.



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APPENDIX C

TEACHERS

SURVEY ONE

NAME _____ M ___ F ___ SCHOOL _____

GRADES TAUGHT _____

SUBJECTS TAUGHT _____

AGE (OPTIONAL) _____ YRS. OF TRAINING FOR SALARY PURPOSES _____

YRS. OF EXPERIENCE FOR SALARY PURPOSES _____

NOTE: IN THIS SURVEY, THE NUMBERS 1-5 REPRESENT THE FOLLOWING TERMS:

1 - NEVER 2 - SELDOM 3 - SOMETIMES

4 - USUALLY 5 - OFTEN

PLEASE MARK WITH AN X THE APPROPRIATE POINT ON THE SCALE FOR EACH STATEMENT.

| USUAL SUPERVISOR BEHAVIOR | | | | | | IDEAL SUPERVISOR BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | (Prior to a formal observation) | 1 | 2 | 3 | 4 | 5 |
| | . | . | . | . | 1. Supervisor meets with teacher. | . | . | . | . | . |
| . | . | . | . | . | 2. Supervisor finds out what the teacher's lesson objectives are and what strategies he/she plans to use during the visit. | . | . | . | . | . |
| . | . | . | . | . | 3. Supervisor finds out what the teacher expects students to be doing during the visit. | . | . | . | . | . |
| . | . | . | . | . | 4. Supervisor finds out any concerns the teacher has and any problems he/she is having. | . | . | . | . | . |
| . | . | . | . | . | 5. Supervisor involves the teacher in deciding what supervisor will observe and the type of data to be collected during the visit. | . | . | . | . | . |
| . | . | . | . | . | 6. Supervisor helps the teacher translate his/her concerns into specific teaching behaviors which can be observed. | . | . | . | . | . |
| . | . | . | . | . | 7. Supervisor suggests a variety of observational techniques which could be used during the visit. | . | . | . | . | . |
| . | . | . | . | . | 8. Supervisor suggests methods which the teacher can use to gather data about his/her teaching without help from others. | . | . | . | . | . |
| | | | | | (During the formal observation) | | | | | |
| . | . | . | . | . | 9. Supervisor makes verbatim notes of selected parts of what the teacher says and what students say during the visit. | . | . | . | . | . |
| . | . | . | . | . | 10. Supervisor writes the teacher's questions during the visit for later analysis. | . | . | . | . | . |

| USUAL SUPERVISOR BEHAVIOR | | | | | | IDEAL SUPERVISOR BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |
| . | . | . | . | . | 11. Supervisor writes students' responses to teacher's questions for later analysis | . | . | . | . | . |
| . | . | . | . | . | 12. Supervisor records whether individual students are working at their assigned tasks or not. | . | . | . | . | . |
| . | . | . | . | . | 13. Supervisor makes a chart to show patterns and amount of student response in class discussions. | . | . | . | . | . |
| . | . | . | . | . | 14. Supervisor makes audio recordings of everything that is said in class. | . | . | . | . | . |
| . | . | . | . | . | 15. Supervisor makes charts to show the physical movements of the teacher and/or the students during the visit. | . | . | . | . | . |
| . | . | . | . | . | 16. Supervisor makes television records of the teacher and/or the students during the teaching process. | . | . | . | . | . |
| | . | . | . | . | 17. Supervisor observes and makes notes about the behavior of a specific child if the teacher has identified that child as a "problem" student. | . | . | . | . | . |
| . | . | . | . | . | 18. Supervisor records his/her subjective feelings about whether the class is good or bad. | . | . | . | . | . |
| . | . | . | . | . | 19. Supervisor stays for at least 30 minutes when he/she visits. | . | . | . | . | . |
| | | | | | (After a formal observation) | | | | | |
| . | . | . | . | . | 20. Supervisor meets with the teacher after each visit to discuss what was observed. | . | . | . | . | . |
| . | . | . | . | . | 21. Supervisor gives the teacher direct advice to improve instruction. | . | . | . | . | . |
| . | . | . | . | . | 22. Supervisor gives the teacher opinions regarding the teacher's teaching. | . | . | . | . | . |
| . | . | . | . | . | 23. Supervisor relates the teacher perceptions of the class to the objective observational data which was collected during the visit. | . | . | . | . | . |
| . | . | . | . | . | 24. Supervisor encourages the teacher to make inferences and to express feelings and opinions about observational data which evaluator collected. | . | . | . | . | . |
| . | . | . | . | . | 25. Supervisor asks the teacher questions during the conference which help clarify evaluator's opinions and feelings. | . | . | . | . | . |
| . | . | . | . | . | 26. Supervisor encourages the teacher to consider alternative teaching techniques and explanations of classroom events. | . | . | . | . | . |

| USUAL SUPERVISOR BEHAVIOR | | | | | | IDEAL SUPERVISOR BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |
| . | . | . | . | . | 27. Supervisor is willing to modify his/her objectives for the conference to accommodate teacher's priorities. | . | . | . | . | . |
| . | . | . | . | . | 28. Supervisor listens more than he/she talks in a conference. | . | . | . | . | . |
| . | . | . | . | . | 29. Supervisor acknowledges what the teacher says and shows that he/she understands what the teacher is saying. | . | . | . | . | . |
| . | . | . | . | . | 30. Supervisor gives praise and encouragement for specific growth in the teacher's teaching skills which supervisor has observed. | . | . | . | . | . |
| . | . | . | . | . | 31. Supervisor recommends resources such as books and training programs which deal with areas in which the teacher wishes to improve. | . | . | . | . | . |

SUPERVISORS

SURVEY ONE

NAME _____ M ___ F ___ SCHOOL _____

POSITION _____

NUMBER OF TEACHERS FOR WHOM YOU HAVE DIRECT ADMINISTRATIVE OR SUPERVISORY RESPONSIBILITY _____.

YRS. OF TRAINING FOR SALARY PURPOSES _____.

YRS. OF EXPERIENCE FOR SALARY PURPOSES _____.

YRS. OF ADMINISTRATIVE EXPERIENCE ____ OR YRS. OF SUPERVISORY EXPERIENCE ___

NOTE: IN THIS SURVEY, THE NUMBERS 1-5 REPRESENT THE FOLLOWING TERMS:

1 - NEVER 2 - SELDOM 3 - SOMETIMES 4 - USUALLY 5 - OFTEN

PLEASE MARK WITH AN X THE APPROPRIATE POINT ON THE SCALE FOR EACH STATEMENT.

| USUAL BEHAVIOR | | | | | | IDEAL BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | (Prior to a formal observation) | 1 | 2 | 3 | 4 | 5 |
| . | . | . | . | . | 1. Supervisor meets with teacher. | . | . | . | . | . |
| . | . | . | . | . | 2. Supervisor finds out what the teacher's lesson objectives are and what strategies he/she plans to use during the visit. | . | . | . | . | . |
| . | . | . | . | . | 3. Supervisor finds out what the teacher expects students to be doing during the visit. | . | . | . | . | . |
| . | . | . | . | . | 4. Supervisor finds out any concerns the teacher has and any problems he/she is having. | . | . | . | . | . |
| . | . | . | . | . | 5. Supervisor involves the teacher in deciding what supervisor will observe and the type of data to be collected during the visit. | . | . | . | . | . |
| | . | . | . | . | 6. Supervisor helps the teacher translate his/her concerns into specific teaching behaviors which can be observed. | . | . | . | . | . |
| . | . | . | . | . | 7. Supervisor suggests a variety of observational techniques which could be used during the visit. | . | . | . | . | . |
| . | . | . | . | . | 8. Supervisor suggests methods which the teacher can use to gather data about his/her teaching without help from others. | . | . | . | . | . |
| | | | | | (During the formal observation) | | | | | |
| . | . | . | . | . | 9. Supervisor makes verbatim notes of selected parts of what the teacher says and what students say during the visit. | . | . | . | . | . |
| . | . | . | . | . | 10. Supervisor writes the teacher's questions during the visit for later analysis. | . | . | . | . | . |
| . | . | . | . | . | 11. Supervisor writes students' responses to teacher's questions for later analysis. | . | . | . | . | . |
| . | . | . | . | . | 12. Supervisor records whether individual students are working at their assigned tasks or not. | . | . | . | . | . |
| . | . | . | . | . | 13. Supervisor makes a chart to show patterns and amount of student response in class discussions. | . | . | . | . | . |

| USUAL BEHAVIOR 1 2 3 4 5 | | IDEAL BEHAVIOR 1 2 3 4 5 |
|---|---|---|
| . . . . . | 14. Supervisor makes audio recordings of everything that is said in class. | . . . . . |
| . . . . . | 15. Supervisor makes charts to show the physical movements of the teacher and/or the students during the visit. | . . . . . |
| . . . . . | 16. Supervisor makes television records of the teacher and/or the students during the teaching process. | . . . . . |
| . . . . . | 17. Supervisor observes and makes notes about the behavior of a specific child if the teacher has identified that child as a "problem" student. | . . . . . |
| . . . . . | 18. Supervisor records his/her subjective feelings about whether the class is good or bad. | . . . . . |
| . . . . . | 19. Supervisor stays for at least 30 minutes when he/she visits. | . . . . . |
| | (After a formal observation) | |
| . . . . . | 20. Supervisor meets with the teacher after each visit to discuss what was observed. | . . . . . |
| . . . . . | 21. Supervisor gives the teacher direct advice to improve instruction. | . . . . . |
| . . . . . | 22. Supervisor gives the teacher opinions regarding the teacher's teaching. | . . . . . |
| . . . . . | 23. Supervisor relates the teacher perceptions of the class to the objective observational data which was collected during the visit. | . . . . . |
| . . . . . | 24. Supervisor encourages the teacher to make inferences and to express feelings and opinions about observational data which evaluator collected. | . . . . . |
| . . . . . | 25. Supervisor asks the teacher questions during the conference which help clarify evaluator's opinions and feelings. | . . . . . |
| . . . . . | 26. Supervisor encourages the teacher to consider alternative teaching techniques and explanations of classroom events. | . . . . . |
| . . . . . | 27. Supervisor is willing to modify his/her objectives for the conference to accommodate teacher's priorities. | . . . . . |
| . . . . . | 28. Supervisor listens more than he/she talks in a conference. | . . . . . |
| . . . . . | 29. Supervisor acknowledges what the teacher says and shows that he/she understands what the teacher is saying. | . . . . . |
| . . . . . | 30. Supervisor gives praise and encouragement for specific growth in the teacher's teaching skills which supervisor has observed. | . . . . . |
| . . . . . | 31. Supervisor recommends resources such as books and training programs which deal with areas in which the teacher wishes to improve. | . . . . . |

SUPERVISORS

FINAL SURVEY

NOTE: IN THIS SURVEY, THE NUMBERS 1-5 REPRESENT THE FOLLOWING TERMS:

1 - NEVER 2 - SELDOM 3 - SOMETIMES

4 - USUALLY 5 - OFTEN

PLEASE MARK WITH AN X THE APPROPRIATE POINT ON THIS SCALE FOR EACH STATEMENT. THE SCALE TO THE LEFT IS FOR RECORDING YOUR USUAL SUPERVISORY BEHAVIOR, THE SCALE TO THE RIGHT IS FOR RECORDING WHAT YOU BELIEVE YOUR IDEAL SUPERVISORY BEHAVIOR SHOULD BE LIKE.

| USUAL BEHAVIOR | | | | | | IDEAL BEHAVIOR | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | (Prior to a formal observation) | 1 | 2 | 3 | 4 | 5 |
| . | . | . | . | . | 1. Supervisor meets with teacher. | . | . | . | . | . |
| . | . | . | . | . | 2. Supervisor finds out what the teacher's lesson objectives are and what strategies he/she plans to use during the visit. | . | . | . | . | . |
| . | . | . | . | . | 3. Supervisor finds out what the teacher expects students to be doing during the visit. | . | . | . | . | . |
| . | . | . | . | . | 4. Supervisor finds out any concerns the teacher has and any problems he/she is having. | . | . | . | . | . |
| . | . | . | . | . | 5. Supervisor involves the teacher in deciding what supervisor will observe and the type of data to be collected during the visit. | . | . | . | . | . |
| . | . | . | . | . | 6. Supervisor helps the teacher translate his/her concerns into specific teaching behaviors which can be observed. | . | . | . | . | . |
| . | . | . | . | . | 7. Supervisor suggests a variety of observational techniques which could be used during the visit. | . | . | . | . | . |
| . | . | . | . | . | 8. Supervisor suggests methods which the teacher can use to gather data about his/her teaching without help from others. | . | . | . | . | . |
| | | | | | (During the formal observation) | | | | | |
| . | . | . | . | . | 9. Supervisor makes verbatim notes of selected parts of what the teacher says and what students say during the visit. | . | . | . | . | . |
| . | . | . | . | . | 10. Supervisor writes the teacher's questions during the visit for later analysis. | . | . | . | . | . |
| . | . | . | . | . | 11. Supervisor writes students' responses to teacher's questions for later analysis. | . | . | . | . | . |
| . | . | . | . | . | 12. Supervisor records whether individual students are working at their assigned tasks or not. | . | . | . | . | . |
| . | . | . | . | . | 13. Supervisor makes a chart to show patterns and amount of student response in class discussions. | . | . | . | . | . |

| USUAL BEHAVIOR 1 2 3 4 5 | | IDEAL BEHAVIOR 1 2 3 4 5 |
|---|---|---|
| . . . . . | 14. Supervisor makes audio recordings of everything that is said in class. | . . . . . |
| . . . . . | 15. Supervisor makes charts to show the physical movements of the teacher and/or the students during the visit. | . . . . . |
| . . . . . | 16. Supervisor makes television records of the teacher and/or the students during the teaching process. | . . . . . |
| . . . . . | 17. Supervisor observes and makes notes about the behavior of a specific child if the teacher has identified that child as a "problem" student. | . . . . . |
| . . . . . | 18. Supervisor records his/her subjective feelings about whether the class is good or bad. | . . . . . |
| . . . . . | 19. Supervisor stays for at least 30 minutes when he/she visits. | . . . . . |
| | (After a formal observation) | |
| . . . . . | 20. Supervisor meets with the teacher after each visit to discuss what was observed. | . . . . . |
| . . . . . | 21. Supervisor gives the teacher direct advice to improve instruction. | . . . . . |
| . . . . . | 22. Supervisor gives the teacher opinions regarding the teacher's teaching. | . . . . . |
| . . . . . | 23. Supervisor relates the teacher perceptions of the class to the objective observational data which was collected during the visit. | . . . . . |
| . . . . . | 24. Supervisor encourages the teacher to make inferences and to express feelings and opinions about observational data which evaluator collected. | . . . . . |
| . . . . . | 25. Supervisor asks the teacher questions during the conference which help clarify evaluator's opinions and feelings. | . . . . . |
| . . . . . | 26. Supervisor encourages the teacher to consider alternative teaching techniques and explanations of classroom events. | . . . . . |
| . . . . . | 27. Supervisor is willing to modify his/her objectives for the conference to accommodate teacher's priorities. | . . . . . |
| . . . . . | 28. Supervisor listens more than he/she talks in a conference. | . . . . . |
| . . . . . | 29. Supervisor acknowledges what the teacher says and shows that he/she understands what the teacher is saying. | . . . . . |
| . . . . . | 30. Supervisor gives praise and encouragement for specific growth in the teacher's teaching skills which supervisor has observed. | . . . . . |
| . . . . . | 31. Supervisor recommends resources such as books and training programs which deal with areas in which the teacher wishes to improve. | . . . . . |

APPENDIX D

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

SUPERVISORS QUESTIONNAIRE ONE

SCHOOL _____ POSITION _____

YEARS OF ADMINISTRATIVE OR SUPERVISORY EXPERIENCE_____ YEARS IN PRESENT POSITION_____

NUMBER OF TEACHERS FOR WHOM YOU HAVE ADMINISTRATIVE OR SUPERVISORY RESPONSIBILITY _____

1. Do you agree with the statement that teachers should be supervised regularly? _____

   Comments: _____

2. Who should supervise teachers (if it must be done)?

3. Who should evaluate teachers (if it must be done)?

4. Do you think you have the necessary skills to conduct supervision and evaluation of teachers?_____

   Comments: _____

5. How would you describe your experience with supervision and evaluation of teachers?

   Underline one: a) None b) Limited c) Extensive

   Comments: _____

6. Is there a particular style or model of supervision you prefer? YES___ NO___

   If "YES", please describe.

7. (OPTIONAL) In your opinion, why is teacher supervision and evaluation such a major issue in Alberta Schools this year?

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHERS QUESTIONNAIRE ONE

SCHOOL_____ GRADES TAUGHT_____ SUBJECT(S) TAUGHT_____

YEARS TRAINING_____ YEARS EXPERIENCE_____ M ____ F_____

1. What was the date of your last formal supervisory visit? Month_____ Year_____
   Comments: _____

2. Who was your supervisor on that occasion?
   Name _____ Position_____
   Comments: _____

3. Do you agree with the statement that teachers should be supervised regularly?_____
   Comments: _____

4. Do you agree with the statement that teachers should be evaluated once every two years?_____ Once every three years?_____ Once every four years?_____
   Comments: _____

5. Who should supervise teachers (if it must be done)?

6. Who should evaluate teachers (if it must be done)?

7. What do you think about the new policy on teacher supervision and evaluation in Lethbridge School District #51?

8. Is there a particular <u>style</u> or <u>model</u> of supervision you prefer? YES ___ NO ___
   If "YES", please describe. _____

9. (OPTIONAL) In your opinion, why is teacher supervision and evaluation such a major issue in Alberta Schools this year?

APPENDIX E

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHERS QUESTIONNAIRE TWO

SCHOOL _____ GRADES TAUGHT _____ SUBJECT(S) TAUGHT _____

1. Have you been supervised this year? YES ___ NO ___

2. How many times? _____

3. Describe the process _____

_____

_____

_____

4. Who was the supervisor? _____

5. What kind of things did you and your supervisor discuss before the observation?

_____

_____

_____

_____

6. What kind of things did you and your supervisor discuss after the observation?

_____

_____

_____

_____

7. What will be the date(s) of your next supervisory visit?

_____

8. Describe what is planned for your next supervisory visit _____

_____

_____

_____

_____

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHERS QUESTIONNAIRE THREE

1. Have you been supervised this year?
(Check where appropriate)

___ YES
___ NO

---

2. How many times?
(Check where appropriate)

___ ONCE
___ TWICE
___ MORE THAN TWICE

---

Describe the process.
(Check where appropriate)

___ Pre-obs Conf./Observ./Post-obs Conf
___ Observation only
___ Observation & Conference
___ Conference only
___ Colleagial supervision with classroom observations
___ Colleagial supervision with formal/informal meetings
___ Other (please note) _____

_____

---

Who was the supervisor?
(Check where appropriate)

___ VICE-PRINCIPAL
___ PRINCIPAL
___ COLLEAGUE(S)
___ DEPARTMENT HEAD
___ CENTRAL OFFICE PERSONNEL
___ EXTERNAL SUPERVISOR
___ OTHER (please note) _____

_____

---

5. What kind of things did you & your supervisor discuss before the observation?
(Check where appropriate)

___ CLASSROOM MANAGEMENT
___ TEACHING STRATEGIES
___ PARTICULAR STUDENTS
___ GROWTH OBJECTIVES
___ OTHER (please note) _____

_____

---

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHERS QUESTIONNAIRE THREE

6. During classroom visits did the supervisor collect & provide observational data for the teacher?
(Check where appropriate)

___ YES
___ NO

---

7. When will you have your next supervisory visit?
(Check where appropriate)

___ Later this semester
___ Next year
___ Don't know

---

8. Are you satisfied with the kind of supervision you have received so far this year?
(Check where appropriate)

___ YES
___ NO

---

## SUPERVISION OF INSTRUCTION

## TEACHER QUESTIONNAIRE

1. Have you been supervised this school year? (Check where appropriate)

___ YES

___ NO

---

2. How many times? (Check where appropriate)

___ ONCE

___ TWICE

___ MORE THAN TWICE

---

3. Describe the process. (Check where appropriate)

| | 1st Visit | 2nd Visit | 3rd Visit | 4th Visit | 5th Visit |
|---|---|---|---|---|---|
| Pre-obs Conf./Observ./ Post-obs Conf. | | | | | |
| Observation only | | | | | |
| Observation & Conf. | | | | | |
| Conference only | | | | | |
| Colleagial sup. with classroom observations | | | | | |
| Colleagial sup. with formal/informal meetings | | | | | |
| Other (please note below) | | | | | |

_____

---

4. Who was the supervisor? (Check where appropriate)

| | 1st Visit | 2nd Visit | 3rd Visit | 4th Visit | 5th Visit |
|---|---|---|---|---|---|
| ASSISTANT PRINCIPAL | | | | | |
| PRINCIPAL | | | | | |
| COLLEAGUE | | | | | |
| DEPARTMENT HEAD | | | | | |
| C.O. PERSONNEL | | | | | |
| *EXT. SUPERVISOR | | | | | |
| Other (please note below) | | | | | |

_____

*Please provide name & title of EXT. SUPERVISOR _____

---

SUPERVISION OF INSTRUCTION
TEACHER QUESTIONNAIRE

5. What kind of things did you & your supervisor discuss during the supervisory process? (Check where appropriate)

___ CLASSROOM MANAGEMENT
___ TEACHING STRATEGIES
___ PARTICULAR STUDENTS
___ GROWTH OBJECTIVES
___ OTHER (please note) _____

_____

---

6. During classroom visits did the supervisor collect & provide observational data for the teacher? (Check where appropriate)

___ YES
___ NO

---

7. When will you have your next supervisory visit? (Check where appropriate)

___ Later this semester
___ Next year
___ Don't know

---

8. Are you satisfied with the kind of supervision you have received so far this year? (Check where appropriate)

___ YES
___ NO

---

Select one thing you feel would make the supervisory process more effective for you next year. (Check where appropriate)

___ More training for you
___ More training for your supervisor
___ An opportunity to exchange classroom visits with another teacher
___ More visits from your supervisor
___ Fewer visits from your supervisor
___ Visits from more than one supervisor
___ Supervision by Central Office personnel (including those from McKillop Centre)
___ OTHER (please note) _____

_____

---

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHER QUESTIONNAIRE FIVE

THE EFFECTS OF STUDENT FEEDBACK

NOTE: At the beginning of the second semester you received an IDEA-H printout on which was recorded the responses of one of your first semester classes.

Answer the following questions based on the information provided by that printout.

1. Are you satisfied with the accuracy of the student feedback you received? YES ☐ NO ☐

2. Have you tried to make any changes as a result of student feedback? YES ☐ NO ☐

3. If so, identify up to three important changes you have tried to make as a result of student feedback.

i) _____

_____

ii) _____

_____

iii) _____

_____

4. Do you intend to administer the IDEA-H form to another class this semester? YES ☐ NO ☐

5. Do you agree that student feedback can be one valid way of assessing teaching effectiveness? YES ☐ NO ☐

## SUPERVISION OF INSTRUCTION

## TEACHER QUESTIONNAIRE

1. Have you been supervised this school year? (Check where appropriate)

___ YES

___ NO

---

2. How many times? (Check where appropriate)

___ ONCE

___ TWICE

___ MORE THAN TWICE

---

3. Describe the process. (Check where appropriate)

| | 1st Visit | 2nd Visit | 3rd Visit | 4th Visit | 5th Visit |
|---|---|---|---|---|---|
| Pre-obs Conf./Observ./ Post-obs Conf. | | | | | |
| Observation only | | | | | |
| Observation & Conf. | | | | | |
| Conference only | | | | | |
| Colleagial sup. with classroom observations | | | | | |
| Colleagial sup. with formal/informal meetings | | | | | |
| Other (please note below) | | | | | |

_____

_____

_____

---

4. Who was the supervisor? (Check where appropriate)

| | 1st Visit | 2nd Visit | 3rd Visit | 4th Visit | 5th Visit |
|---|---|---|---|---|---|
| ASSISTANT PRINCIPAL | | | | | |
| PRINCIPAL | | | | | |
| COLLEAGUE | | | | | |
| DEPARTMENT HEAD | | | | | |
| C.O. PERSONNEL | | | | | |
| *EXT. SUPERVISOR | | | | | |
| Other (please note below) | | | | | |

_____

_____

_____

*Please provide name & title of EXT. SUPERVISOR _____

---



..../2

SUPERVISION OF INSTRUCTION
TEACHER QUESTIONNAIRE

5. What kind of things did you & your supervisor discuss during the supervisory process? (Check where appropriate)

___ CLASSROOM MANAGEMENT
___ TEACHING STRATEGIES
___ PARTICULAR STUDENTS
___ GROWTH OBJECTIVES
___ OTHER (please note) _____

_____

---

6. During classroom visits did the supervisor collect & provide observational data for the teacher? (Check where appropriate)

___ YES
___ NO

---

7. When will you have your next supervisory visit? (Check where appropriate)

___ Later this semester
___ Next year
___ Don't know

---

8. Are you satisfied with the kind of supervision you have received so far this year? (Check where appropriate)

___ YES
___ NO

---

9. Select one thing you feel would make the supervisory process more effective for you next year. (Check where appropriate)

___ More training for you
___ More training for your supervis
___ An opportunity to exchange classroom visits with another teacher
___ More visits from your superviso
___ Fewer visits from your supervis
___ Visits from more than one supervisor
___ Supervision by Central Office personnel (including those from McKillop Centre)
___ OTHER (please note) _____

_____

---

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

TEACHERS' FINAL QUESTIONNAIRE

1. Do you agree with the statement that teachers should be supervised regularly? _____

   Comments: _____

   _____

2. Do you agree with the statement that teachers should be evaluated once every

   two years? ☐ Every 3 years? ☐ Every 4 years? ☐

   _____

3. Who should supervise teachers (if it must be done)?

   _____

   _____

4. Who should evaluate teachers (if it must be done)?

   _____

   _____

5. Do you believe you have sufficient knowledge of techniques of supervision and evaluation to be able to participate effectively in the supervisory and evaluative processes in your school? YES ☐ NO ☐

   Comments: _____

   _____

6. Do you believe your school administrators have sufficient knowledge and skills to conduct effective supervision of instruction? YES ☐ NO ☐

   Comments: _____

   _____

7. Do you believe your school administrators have sufficient knowledge and skills to conduct effective evaluation of teachers? YES ☐ NO ☐

   Comments: _____

   _____

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION
ADMINISTRATORS QUESTIONNAIRE
DECEMBER, 1983.

1. What do you rate as your five most important administrative tasks this year?

2. What percentage of your administrative time can you give to those tasks?

3. What professional development/staff development/inservice education activities are planned to help you complete those tasks?

4. What plans have you made to review and evaluate your model of teacher supervision and evaluation at the end of this first year of implementation?

.....2/

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION
ADMINISTRATORS QUESTIONNAIRE
DECEMBER, 1983.

5. What are your two most important personal goals with respect to supervision and evaluation of teachers this year?

6. Can you foresee any circumstances that might prevent you from achieving those goals this year?

RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

SUPERVISORS' FINAL QUESTIONNAIRE

YEARS OF ADMINISTRATIVE OR SUPERVISORY EXPERIENCE _____ YEARS IN PRESENT POSITION _____

NUMBER OF TEACHERS FOR WHOM YOU HAVE ADMINISTRATIVE OR SUPERVISORY RESPONSIBILITY _____

1. Do you agree with the statement that teachers should be supervised regularly? _____

   Comments: _____

   _____

2. Who should supervise teachers (if it must be done)?

   _____

   _____

3. Do you agree with the statement that teachers should be evaluated every

   two years? ☐ Every 3 years? ☐ Every 4 years? ☐

   _____

4. Who should evaluate teachers (if it must be done)?

   _____

   _____

5. Do you think you have the necessary skills to conduct supervision of teachers? _____

   Comments: _____

   _____

6. Do you think you have the necessary skills to conduct evaluation of teachers? _____

   Comments: _____

   _____

7. How would you describe your knowledge of techniques of supervision and evaluation of teachers?

   Underline one: a) None b) Limited c) Extensive

   Comments: _____

   _____

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RESEARCH PROJECT: SUPERVISION OF INSTRUCTION

SUPERVISORS' FINAL QUESTIONNAIRE

8. How would you describe your involvement with supervision and evaluation of teachers in the 1983-84 school year?

Underline one: a) None b) Limited c) Extensive

Comments: _____

_____

_____

APPENDIX F

# IDEA STUDENT REACTION TO COURSE AND TEACHER: IDEA FORM H

Your honest and thoughtful answers to the questions on this form can help your teacher improve this course and his/her teaching methods. Record all your responses on the separate answer card. Do not write your name on either this form or on the answer card. Your teacher will receive a summary of the responses of all students in your class, but should not know how any individual person answered.

**Part I.** Some of the things that students learn in school are listed below. For each, rate the amount of progress you have made in this course by marking the numeral of the most suitable response.

1 = None
2 = Little
3 = Medium
4 = Much
5 = Great

1. Gaining factual information (such as learning definitions, dates, vocabulary).
2. Understanding and applying principles, ideas, and theories.
3. Improving my learning skills (such as listening, reading, note-taking).
4. Improving my writing skills.
5. Improving my speaking skills.
6. Gaining skills and habits useful in everyday life or on a job.
7. Developing good feelings about myself (more acceptance of myself, more self-confidence).
8. Discovering or realizing my own interests, aptitudes, beliefs, and values.
9. Getting along with most other people.

**Part II.** For each of the following features of the course, fill in the numeral that best describes your reaction.

1 = Definitely not enough
2 = Not enough
3 = About right
4 = Too much
5 = Definitely too much

10. Amount of homework.
11. Number of tests.
12. Difficulty of reading.
13. Difficulty of course.

**Part III.** Describe your attitudes, feelings, and behaviors by filling in the appropriate numeral for each of the following statements.

1 = Definitely False
2 = More False than True
3 = In Between
4 = More True than False
5 = Definitely True

14. In general, I like my school teachers.
15. I am very glad it was this teacher who taught this course.
16. I try very hard to learn in all of my courses.
17. As a result of taking this course, I like this subject more.
18. I really wanted to take this course regardless of who taught it.

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**Part IV.** Indicate how well each of the following statements describes the students in this class by blackening the proper numeral.

1 = Definitely False
2 = More False than True
3 = In Between
4 = More True than False
5 = Definitely True

**The students in this class:**

19. Enjoy working together.
20. Are angry about grades.
21. Use their mistakes as opportunities to learn.
22. Take responsibility for their own learning.
23. Think they are wasting their time.
24. Are bored.
25. Have interesting and useful discussions.
26. Are rude and out of control.

**Part V.** Indicate how well each of the following statements describes your teacher by blackening the most suitable numeral.

1 = Definitely False
2 = More False than True
3 = In Between
4 = More True than False
5 = Definitely True

**This teacher:**

27. Understands student ideas and questions.
28. Expresses interesting and challenging ideas about the subject.
29. Uses tests, papers, projects, etc., that closely relate to the course purposes.
30. Cares about students as people.
31. Gives understandable explanations of course materials.
32. Asks interesting and stimulating questions.
33. Gives tests, projects, etc., that cover the important points of the course.
34. Shows interest in student ideas.
35. Speaks in an understandable voice.
36. Suggests clearer ways for students to express their ideas.
37. Gives quizzes, papers, projects, etc., that help students to learn.
38. Makes helpful comments about student work.
39. Reviews material in ways that help students remember it.
40. Gives projects, tests, or assignments that require original or creative thinking.
41. Creates opportunities for students to use the material they learn.
42. Makes helpful suggestions about what kinds of things to study for a test.
43. Shows how the subject relates to other areas of knowledge.
44. Speaks with expressiveness and variety.
45. Is sensitive to student feelings about the subject.
46. Provides helpful instructional materials (such as work sheets, study questions, unit objectives).
47. Identifies strong points of student work.
48. Uses good examples and illustrations.
49. Tries different ways of teaching when students have trouble learning.
50. Seems to enjoy teaching.



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APPENDIX G

LETHBRIDGE COLLEGIATE INSTITUTE

## 11.0 STAFF GUIDELINES

### 11.1 Supervision of Instruction

#### Definition

Supervision of instruction is a constructive process whereby teacher and supervisor cooperate in the identification of areas of strength and weakness in the instructional process and subsequently develop a plan for improvement (growth objectives).

#### Format

The cornerstone of the process of instructional supervision at LCI will be the cooperative relationship that exists between the classroom teacher and the assistant principal. The department head will provide support for this relationship.

Since instructional supervision is intended to be a constructive process designed to improve teaching and therefore learning, it must logically begin with the teacher himself/herself. It is hoped that the teacher will constantly reflect upon his/her own success in relation to such benchmarks as the Criteria of Effective Teaching document. The teacher may employ other methods of self evaluation including the use of student perceptions of instruction. Teachers will also be encouraged to observe other teachers at LCI or in other schools for the purpose of self improvement.

#### Role of the Assistant-Principal

The assistant principal will become involved as a supervisor in accordance with the following sequence:

1. Informal visit to the classroom

   This visit will be pre-arranged with the teacher and is intended only to make the assistant principal familiar with the teacher and the particular classroom environment. The assistant principal will not provide any feedback to the teacher unless requested to do so by that teacher.

2. Initial supervisory visit to the classroom

   This visit will be pre-arranged with the teacher and will be conducted in accordance with the following procedure:

   a) Pre-conference

   The teacher will meet with the assistant principal for the

2. a) Continued.

purpose of the teacher identifying one or more aspects of the instructional process for which he/she would like some reaction.

b) Visitation

The assistant principal will observe the aspects of the instructional process identified by the teacher.

c) Post-conference

The assistant principal will meet with the teacher for the purpose of discussing his/her observations. If it is determined that improvement can be made in the aspect of the instructional process being considered, then the assistant principal will attempt to make suggestions for improvement.

Post conference discussions will often involve the cooperative development of growth objectives for the teacher and may result in follow-up discussions and classroom visitations.

Information resulting from the process of instructional supervision will not be shared between the assistant principal and the principal without the permission of the teacher.

3. Subsequent supervisory visits to the classrooms

The assitant principal will make at least one supervisory visit to the classroom each semester. Subsequent supervisory visits to the classroom will generally follow the same pattern outlined for the initial visit but could involve the assistant principal identifying one aspect of the instructional process that he would like to observe.

Each assistant principla will be assigned annually to three of the nine departmen on a three year rotational schedule. Notwithstanding the above, the teacher may request the appointment of an alternative person to act as the supervisor of instruction.

Role of the Department Head

The primary role of the department head in the process of instructional supervision shall be to provide the support necessary for the teacher to achieve his/her growth objectives. The department head will make a pre-arranged visit to the classrooms of all teachers within the department at least once each semester. The purpose of these visits will be to make the department head familiar with the teacher and the particular classroom environment. The visits will not result in any feedback being provided to the teacher unless requested by the teacher.

The department head may be asked by the teacher or the assistant principal to provide positive direction for the teacher in achieving a specific growth objective. The role of the department head will be to provide constructive suggestions for the improvement of the instructional process.

Role of the Principal

The principal will not be directly involved in the process of instructional supervision but will attempt to provide assistance to any faculty member on request. An informal visit will be made to every classroom at least once each year.

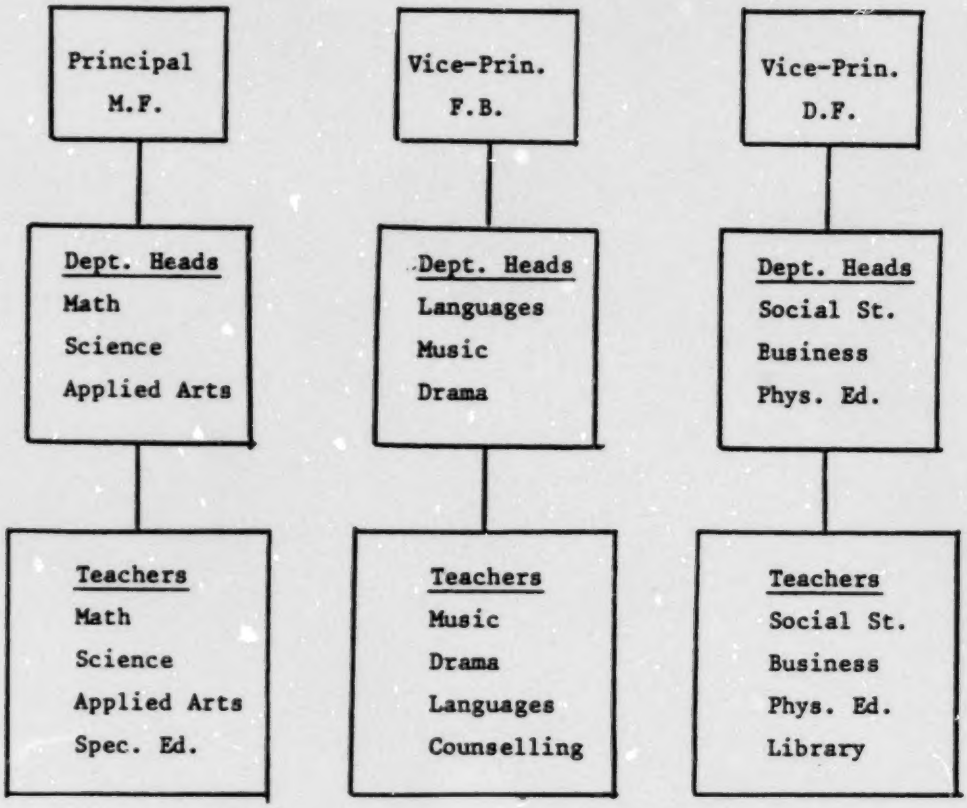
The principal shall have primary responsibility for formal evaluations which will be conducted once every four years for all teachers.

Notwithstanding the above, it should be understood that the principal is ultimately responsible for the overall instructional process in the school and therefore may be required to supervise and evaluate instruction in specific areas at any time.

WINSTON CHURCHILL HIGH SCHOOL

# W.C.H.S. STAFF DEVELOPMENT PLAN

1. Administrative structure for Monitoring the Plan




2. KINDS OF S.D.P. ACTIVITIES: all staff to do 2.1 and at least one of 2.2 or 2.3.

2.1 Administrative Supervision

- regular meetings to monitor advising function (minimum 5 per school year).
- setting up, assisting Group and Individual S.D.P. activities.
- all staff participates in this program.

2.2 Group Development Activities

- as a staff, department or ad hoc group, select a common goal to commence work on for the year, and thereafter if necessary (9.e. promote improved communication skills).
- staff encouraged to work on the goal in relation to their subject areas.
- inservice provided to help set up standards and provide assistance in working to achieve the goal with students.
- participation by staff counts as part of S.D.P. activities for the year.

2.3 Individual Development Activities

- individuals set up activities, in consultation with area administrator.
- an open-ended approach: goals, strategies, evaluation procedures achieved through discussion.
- administrator monitors activities (i.e. regular discussion, feedback, etc.)
- may involve other teachers, administrators, Central Office staff in peer supervisory activities.

3. PROCEDURES FOR MONITORING THE S.D.P.

3.1 Each teacher meets with area administrator at end of preceding year or beginning of current year to make arrangements for monitoring the advising function and to discuss the optional group or individual activities which might be chosen for the year.

3.2 Teachers need not be locked into activities for the year but may select shorter term goals and then set new ones thereafter throughout the year. Also, goal-activities need not be limited to one year but may be ongoing.

3.3 Area administrators will use an open-file approach to keep track of teacher activities.

3.4 At year's end a summary meeting will be held with the area administrator for the purpose of discussing the year's activities and completing a summary report.

4. SUMMARY: Consequently, each staff member will have participated in the advisor monitoring process and at least one of the Group or Individual Development Activities. Normally, these activities will not exceed 25 hours in total.

HAMILTON JUNIOR HIGH

TIMELINE FOR IMPLIMENTATION OF SUPERVISION MODEL

SELF-EVALUATION ---------- JUNE 1983

a) Criteria for effective teaching rating scale
b) Student assessment of teacher
c) Identification of staff strengths
d) Others

GOAL SETTING ---------- JUNE 1983

CURRICULUM DEVELOPMENT ---------- SEPTEMBER 1983

a) Teacher Educational Plans
b) Course Outlines
c) Methods of Evaluation
d) Unit Plans

PRECONFERENCE WITH ADMINISTRATION ---------- OCTOBER 1983

INTERIM CONFERENCE ---------- DECEMBER 1983-JANUARY 1984

SELF-EVALUATION OF GOAL ATTAINMENT ---------- APRIL 1984

POST CONFERENCE ---------- APRIL 1984

EVALUATION OF SUPERVISION MODEL ---------- MAY 1984

ADMINISTRATORS WRITE-UP ---------- MAY 1984-JUNE 1984

IMPLEMENT FULLY ---------- SEPTEMBER 1984

HAMILTON JUNIOR HIGH SCHOOL

MODEL FOR SUPERVISION OF INSTRUCTION

PREMISE:

Hamilton Junior High's supervision model is based on the following two fundamental premises:

a) that each staff member will strive to become a more effective teacher

b) that each staff member will conscientiously attempt to improve our school climate.

DEFINITION:

The staff & administration decided that Hamilton's supervision model should be a positive growth process whereby each teacher will:

a) identify his/her goal(s)

b) determine the strategies to achieve these goals

The emphasis of this model must be based on cooperation between the teacher and the supervisor. Every effort and care must be taken to insure that this model is never used as an evaluative tool, nor viewed as a threatening process. The prime purpose of our supervision model must be to improve instruction and the school climate.

FORMAT:

Each staff member will gather as much information as possible to evaluate oneself on his/her effectiveness as a teacher. This will assist each individual in determining his/her strengths and weaknesses, identify goals, and plan strategies to attain these goals. At a later date, each one will discuss with the supervisor how successful he/she was in reaching his goal.

PROCESS:

The first step then is for each one to gather as much objective data to assess his effectiveness. The teacher may use all or some of the suggestions listed:

a) student assessment (enclosure #1) filled out by his students

b) Self-evaluation form (enclosure #2) based on "Criteria for Effective Teaching"

c) student artifacts such as notebooks, assignments, workbooks, exams, etc.

d) peer supervision by fellow staff members

e) clinical supervision involving an administrator

After collecting the data, each staff member will identify two areas of strength on the form titled "Strength Identification". (enclosure #3)

Each staff member is asked to identify the goals in the areas of improving instructions and improving school climate on the form titled "Professional Improvement Plan". (enclosure #4)

Working cooperatively with a supervisor during the pre-conference stage, the staff member will determine the strategies he/she feels is necessary to achieve the goals.

During the post-conference stage the teacher will meet with an administrator for the purpose of discussing the evaluation carried out by the individual as to how successful one was in reaching the goals. It will often involve the identification of strengths and positive contribution. As well it may result in possible suggestions for a follow up if it was felt that it was needed. This post-conference will also give an opportunity to discuss plans for the following year.

CONCLUSION:

Since it is the intention of the supervision model to improve instruction and the school climate, the prime benefactors of such a program will be the students.

To maintain the trust and cooperation that has been developed over the years at Hamilton, information resulting from the process will not be shared with others without the permission of the teacher.

GILBERT PATERSON SCHOOL

PROFESSIONAL GROWTH POLICY

The Professional Growth Policy is based upon certain premises.

1] The teachers at Paterson are capable professionals.

2] The basic objective of each teacher is to provide a sound, well rounded education to students at our school.

3] Each teacher is unique, having specific strengths from which we can all learn.

4] By working cooperatively in an atmosphere of sharing and support, our tasks can be more effectively accomplished.

5] Each teacher is vitally interested in improving professionally where possible.

The basic emphasis is from McGregor's Theory Y concept which holds "that professional teachers will respond cooperatively, will exhibit creativity when given the opportunity and will exercise initiative, self control, and self discipline when encouraged to do so."

Procedures

The staff at Gilbert Paterson have elected to follow the following procedures in compliance with the Lethbridge Public School Board Policy GCMN.

1] At the beginning of each school year, each teacher shall complete a Professional Growth Planning form (see enclosure). The administration will provide forms and keep them in confidential file in the office.

2] The teacher will identify one (or more if desired) area in which personal professional growth is desired.

3] Colleagues may be enlisted to assist the teacher as a support group in pursuing the target objective.

4] Procedures and strategies will be outlined cooperatively by teachers, the support group and school administration.

5] Target objectives may require a few weeks or may require a much longer period of time for the process to be completed. It may be necessary to break down major objectives into smaller more manageable objectives each leading toward achievement of the final target.

6] School administration and colleagues of the teacher will assist in the process of achieving the objective. Such support may include providing special training or inservice, provision of release time, advice, objective observations, observation instruments, assistance in evaluation, etc.

7] A target date to assess the extent of achievement of the growth objective will be set. The method of evaluation will be determined by the teacher and his/her support team. Depending on the target objective, the teacher may evaluate him or herself, or may enlist the assistance of colleagues, administration, students or parents.

8] Teachers may choose to select a growth area of common interest and work cooperatively toward this objective.

Criteria

The criteria for effective teaching as summarized in the Lethbridge Public School District #51 policy handbook under Policy GCMN. This criteria, compiled by a representative group of teachers in Lethbridge includes:

a) Planning
b) Lesson Presentation
c) Student Evaluation
d) Classroom Management
e) Professional and Personal Qualities

While very few teachers possess all of the qualities and capabilities indicated in this document, each teacher should be familiar with this criteria for effective instruction. The criteria may provide some directions for teachers in determining personal growth objectives.

ADMINISTRATIVE RESPONSIBILITIES

The principal is ultimately responsible in oversseing the implementation of the Lethbridge School Board Policy on supervision. Each administrator has been delegated a specific group of teachers as follows:

| Mr. Pierson | Mr. Bartlett | Mr. Lewis |
|---|---|---|
| Mr. Danyluk | Mr. Snelling | Mrs. Medve |
| Mrs. Yurkowski | Mrs. Fellner | Miss Layton |
| Mr. Iwaasa | Mr. Flaman | Mrs. Philpott |
| Mr. Scales | Mr. Forbis | Mrs. Smith |
| Mr. Tagg | Mrs. Bowen | Mr. Groft |
| Mr. Rusling | Mr. Schuchardt | Mr. Ward |
| Mr. Whitelaw | Mrs. Dergousoff | Mrs. Belous |
| Mr. Ney | Mr. Hamilton | Miss Dombrowsky |
| Mr. Pickett | Mrs. Jurisich | Mr. Low |
| Mrs. West | Mrs. Ramsay | Mr. Soo |
| Mrs. Karbashewski | Mrs. Morrice | Mrs. Harper |
| Mrs. Okeke | Mr. Snee | Mrs. Selnes |
| Mrs. Skolrood | Mr. Regier | Plus 10 formal |
| Mrs. Arthur | Mr. Hagen | evaluations as |
| | Mrs. Anderson | per Policy GCMN |

Mr. Bartlett and Mr. Pierson will confer with teachers on teachers' growth objectives in a preconference and will hold a post conference following the target date of completion of the objective. They will assist in whatever other capacities as requested by the teacher. Also, the administration will visit classes during the course of the year. Mr. Lewis will conduct at least two observations with first and second year teachers seeking permanent placement as well as new teachers on staff. Further, according to Policy GCMN, each teacher must receive a formal evaluation every 4 years (10 teachers per year). Time of evaluation will be upon the request of the teacher and will involve at least two visitations and a formal letter of evaluation.

## 1.4 WILSON JUNIOR HIGH SCHOOL

## SUPERVISION AND EVALUATION OF INSTRUCTION MODEL

It is the intent of this model to ensure that every teacher has the opportunity to continue to learn and grow as a professional educator. The model is based on the premisis as found in policy GCMN Supervision and Evaluation of Instruction - Lethbridge School District No. 51.

1. That every teacher in Wilson Junior High desires to provide the best possible learning environment for the students under his/her charge.
2. That the growth and encouragement of the individual teacher will be enhanced by the provision of feedback about his or her performance as a professional educator.
3. That the supervision process and the evaluation process will result in the improvement of instruction.
4. That teachers on temporary contracts while participating in the supervision process are subject during evaluation to the provision of Policy GCG - Professional Staff Temporary Contract & Permanent Certification.

For the purposes of this policy the term supervision shall be defined as a continuing process of staff development which is founded on mutual cooperation and personalized goals and procedures.

The evaluation process (for those staff on continuing contract) is distinct from the supervisory process; evaluation will provide a periodic statement which is essentially positive in nature, which is designed to identify the unique strengths of each teacher and to be used to promote or encourage professional growth. Evaluation is a formal process, entered into with prior knowledge as to procedures and criteria which are common throughout the system.

Following are the cornerstones of the model as found in Wilson.

1. Individual growth objectives are to be determined by each staff member at least once a year. To this end, each staff member should be constantly reflecting upon his/her successes as a professional educator in an attempt at improving his/her professional skills and background. This process should inturn improve instruction in the classroom and in the school generally. A multitude of methods of self evaluation should be used including the use of student perceptions to determine the individual growth objective.

Once a growth objective has been ascertained the teacher must then complete the "Individual Growth Objective Form" (see Appendix 16) in consultation with the principal. After all of the steps have been taken to reach the growth objective the completed form should then be placed on file in the office.

2. The staff as a whole are to determine a major priority for the school during September or October of each year. The intent of each priority should be to focus the staff's energies on methods of improving the school's learning environment. After the priority has been determined the staff must then determine the methods, evaluation processes, and the time line to be used in achieving the priority.

3. The staff meetings, held once a month, will emphasize professional development. General school items will be discussed during the first hour. The balance of the staff meeting will be used for professional development. This maybe in the form of presentations from staff members, guest speakers, inservices, department meetings, etc.

4. Department heads will be rotated every two years. This is to be a department appointment in consultation with the administration. Hopefully, through this process, each staff member will be given an opportunity to develop his/her supervisory and leadership skills.

5. A minimum of two informal visitations will be made by the administration to each teacher every year. Prior to each visit a statement of purpose will be expressed. After each visit a discussion will follow focusing on the purpose of the visit.

6. Formal visitations including pre and post conferences will be conducted by the administration. These will be done on a rotational basis once every three years. Following the visitations and the conferences a written statement, summarizing the observations and follow up discussions, will be placed in the staff member's file at Central office.

APPENDIX H

Lethbridge School District #51

Policy GCMN
Supervision and
Evaluation of
Instruction
EXHIBIT A

## Evaluation Record

Name:_____ Date_____

School_____

Teaching Assignment:_____

Class(es) observed: Dates:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Evaluator:_____

Planning:

The evaluation of planning will involve analysis of long-term and short-term planning.

A. Describe the teacher's long-range plans:

B. Describe the teacher's short-range plans:

Assessment:

**Planning:**

The evaluation of planning will involve analysis of long-term and short-term planning.

A. Describe the teacher's long-range plans:

B. Describe the teacher's short-range plans:

**Assessment:**

Lesson Presentation:

The basis for evaluating lesson presentation will be observation of teacher behaviors.

A. Describe the type(s) of lesson observed:

B. Describe the teacher behaviors observed during the lesson(s):

Assessment:

Student Evaluation:

The evaluation of the teacher's performance in student evaluation will be based on consistency and fairness; appropriateness of methods; and student achievement.

A. Describe the ways that the teacher evaluates students:

Assessment:

**Student Evaluation:**

The evaluation of the teacher's performance in student evaluation will be based on consistency and fairness; appropriateness of methods; and student achievement.

A. Describe the ways that the teacher evaluates students:

**Assessment:**

Classroom Management:

Evaluation of classroom management will be based on observation of teacher behaviors which lead to student learning.

A. Describe how the teacher manages the classroom:

Assessment:

Professional & Personal Qualities:

Evaluation in this area will involve documenting a teacher's professional contribution.

A. Describe the teacher's involvement in professional activities:

B. Describe the teacher's contribution to school activities:

Assessment:

Professional & Personal Qualities:

Evaluation in this area will involve documenting a teacher's professional contribution.

A. Describe the teacher's involvement in professional activities:

B. Describe the teacher's contribution to school activities:

Assessment:

Over-all Assessment:

This statement will be a summary of the assessments in each major area and will identify the areas of strengths and the areas requiring improvement.

Evaluator Signature

Date

Teacher Comments:

I hereby certify that I have read this evaluation.

Teacher Signature _____ Date _____

Teacher Comments:

I hereby certify that I have read this evaluation.

Teacher Signature _____ Date _____

APPENDIX I

GCMN
Supervision And
Evaluation Of
Instruction

# CRITERIA OF EFFECTIVE TEACHING

## Effective Teaching

What follows is a description of effective teaching. The characteristics and the rationale for believing that these practices have an impact on teacher effectiveness are based not only on the research findings that are available to us, but also upon the perceptions of the members of the committee as well as the input received by the committee during our visits to schools. We have provided what we believe are comprehensive lists of the characteristics of an excellent teacher.

We recognize that no individual will possess all of the characteristics listed. For this reason it is important that no teacher or administrator (evaluator) use these as a check list. Rather it is intended that during the evaluation process, the characteristics are used to identify strengths. These areas of strength could then be used by the teacher and the evaluator (administrator) to provide a focus for further professional growth.

For the convenience of all people who use this document the characteristics have been separated into five (5) general areas:

Planning

Lesson Presentation

Student Evaluation

Classroom Management

Professional and Personal Qualities

The order does not imply priority; no area is more or less important than some other.

One final note of caution. Teachers and evaluators alike are reminded that applications of these criteria are governed by the ATA Code of Ethics and the Standards of Professional Conduct.

Committee on Supervision of Instruction
January 1983

PLANNING

Planning involves elements of organization and purpose. Good teachers plan not only to help themselves, but also for the sake of their students. Recognizing that students learn more effectively when there is a logical sequence of events organized around the curriculum, the excellent teacher uses planning as a tool to manage the time available in the best possible fashion, to prioritize learning goals (objectives) and to provide activities well suited to the needs of the individual student.

An effective teacher makes two kinds of plans; long range plans (course outlines or unit plans), and short term plans (daily or weekly plans). Some of the characteristics of planning are listed below:

A. Long Range Plans:

--reflect the curriculum guide
--include O.B.E. objectives
--provide evidence of organization
--follow a logical sequence
--have a built in timeline
--include field trips, major activities, materials, supplies and other resources
--have built in flexibility
--provide a rational scheme for student evaluation

B. Short Range Plans:

--include student objectives
--reflect needs of whole class
--provide for individual students
--must be flexible enough to let a teacher take advantage of the moment
--need not be written out in detail

## LESSON PRESENTATION

Well planned lessons may result in little or no learning unless the lesson is presented to the students in an effective manner. Students learn most effectively when they are highly motivated to learn; when the material is presented to them in language that they can understand, when they feel challenged but not overwhelmed by the lesson and when the lesson is matched to the individual needs and abilities of the students.

Some of the characteristics that are associated with effective lesson presentation are listed below:

- -teacher has chosen method of presentation after considering objectives of lesson
- -material presented in the lesson encompasses a range of difficulty to challenge and motivate all students
- -directions are clear and understandable
- -students know what they are to learn and why
  - --students have been motivated to learn
  - --all students are encouraged to participate
- -teacher exhibits a positive style
  - --teacher recognizes the contributions of students (praise)
  - --teacher shows creativity in method of presentation
  - --teacher shows flexibility (deviates from planned activities) when opportunities arise for special teaching
- -language used by the teacher is appropriate to the level of the student and to the subject being taught
- -teacher monitors student understanding of concepts during the lesson
- -pace of activities is appropriate
- -teacher includes closure

## STUDENT EVALUATION

When students are expected to achieve at a high but realistic level, they will achieve. In order to promote student achievement the evaluation process is used to communicate the expected level of achievement to students and to provide frequent feedback to the students regarding their progress. Evaluation of student work can also be used to identify areas of strength which the student and teacher can work together to develop further.

An effective teacher's program of student evaluation will contain some of the elements listed below:

- -evaluation criteria are clearly established and consistently applied
- -evaluation is fair to all students and can be justified on educational grounds
- -a high but realistic standard of achievement is expected
- -evaluation is a regular ongoing process
  - --evaluation is based only on material covered in class
  - --a variety of methods of evaluation are employed
  - --student grades are based on a large and varied sampling of student work
  - --a careful record of student achievement is maintained
  - --the evaluation process is used as a learning tool
  - --student assignments are graded and returned promptly
  - --positive reinforcement is used where appropriate
  - --results are communicated to student and, if appropriate, to the parent

## CLASSROOM MANAGEMENT

Students learn best in an environment where they feel comfortable and secure. An excellent teacher recognizes this and prepares students for success by promoting feelings of comfort and security. Although the environment may be maintained in a variety of ways, certain basic principles are important. Students must understand what kind of behavior is expected of them. They must accept that the expectations are reasonable in light of the class activities which are planned; that the kind of behaviors expected will promote learning rather than hinder it; and that the expectations will be consistently maintained. All of the above factors must be tempered by enough flexibility to accommodate the individual needs of those students who from time to time, may fail to meet expectations.

Some factors which may lead to effective classroom management are listed below:

-students are aware of what they are to do

  --cooperation, courtesy and responsibility are encouraged

-rules are applied consistently, but not inflexibly

  --rules appear to be reasonable

-classroom climate promotes (or enhances) learning

  --students are on task
  --the climate indicates students are aware of the limits to which they can go
  --routines (attendance, lates, misconduct) are handled efficiently without excess lost time
  --class time is used effectively
  --there is follow up on assignments

-teacher appears to have a mental picture of all activities within the classroom

-effective classroom management does not have to be overt

## PROFESSIONAL AND PERSONAL QUALITIES

If students believe that their teacher genuinely cares about them as individuals and that their teacher is sincerely committed to helping them learn then they will make a greater effort to learn. Students can readily adapt themselves to any "style" of teaching and to any type of personality, but they will not unless they perceive the committment of the teacher. While it is important that a teacher be committed to his/her career and to the students it is equally important that realistic limits be placed on this committment. Students will learn to respect the rights of others from a caring teacher who sets realistic limits on what demands students can place on him.

Some of the following traits are exhibited by most effective teachers:

- -demonstrates committment to teaching as a career
  - --actively pursues professional improvement (growth)
- -people oriented not process oriented
  - --is caring and empathetic
- -has earned trust and respect from his/her colleagues
  - --conducts himself/herself in an ethical fashion
  - --objective--not defensive
- -contribution to the total school environment extends beyond the classroom
  - --informal counselling of students
  - --leadership on the staff
  - --positive nature makes others feel good about themselves
  - --participates (sponsors) in co-curricular activities
  - --special involvement with parents
  - --willingness to "help out"
- -good citizen and leader in the community